REPORT RESUMES

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THE PART-TIME ASSIGNMENT OF WOMEN IN TEACHING.
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A STUDY WAS CONDUCTED WHICH EXPLORE (1) THE EXTENT TO WHICH WOMEN PART-TIME TEACHERS WERE CURRENTLY EMPLOYED IN PUBLIC SCHOOLS, (2) THE FIELDS AND GRADE GROUPS IN WHICH THESE TEACHERS WERE ASSIGNED, (3) THE NECESSARY QUALIFICATIONS, INCLUDING CERTIFICATION, FOR PART-TIME ASSIGNMENTS, (4) THE OPINIONS OF SCHOOL SUPERINTENDENTS, AND (5) THE ATTITUDES OF SUPERINTENDENTS TOWARD THE FUTURE EMPLOYMENT OF PART-TIME TEACHERS. A QUESTIONNAIRE WAS DEVELOPED, TRIED OUT, AND SENT TO A RANDOM SAMPLING OF SCHOOL DISTRICTS WHICH INCLUDED 380 LARGE SYSTEMS IN THE COUNTRY (12,000 PUPILS), 400 MEDIUM-SIZE SYSTEMS (3,000 TO 11,999), AND 400 SMALL SYSTEMS (300 TO 2,999). SIXTY-ONE PERCENT WERE RETURNED. THE SYSTEMS RESPONDING CONSTITUTED 27 PERCENT OF THE NATION'S ELEMENTARY AND SECONDARY SCHOOL POPULATION (41,200,000). THE TYPES OF DATA GATHERED INCLUDED (1) FACTS AND OPINIONS WHICH RELATED TO THE OBJECTIVES OF THE STUDY, (2) NUMBER AND ASSIGNMENTS OF WOMEN PART-TIME TEACHERS, (3) QUALIFICATIONS, (4) EFFECTIVENESS, (5) PROBLEMS INVOLVED IN EMPLOYMENT, AND (6) ATTITUDES OF SCHOOL SUPERINTENDENTS. FINDINGS INDICATED (1) MANY SCHOOLS WERE EMPLOYING PART-TIME TEACHERS, (2) MANY MORE SCHOOLS ARE LIKELY TO EMPLOY PART-TIME TEACHERS IN THE FUTURE, (3) FEWER PROBLEMS WERE CAUSED BY THE EMPLOYMENT OF PART-TIME TEACHERS THAN MIGHT BE EXPECTED, AND (4) MANY QUESTIONS REMAIN UNANSWERED IN AN ASSESSMENT OF THE CONTRIBUTION WHICH PART-TIME TEACHERS CAN MAKE. (HB)

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THE PART TIME ASSIGNMENT OF WOMEN IN TEACHING

A RESEARCH STUDY
Sponsored by the
COOPERATIVE RESEARCH PROGRAM
U. S. OFFICE OF EDUCATION
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PART-TIME ASSIGNMENT
OF WOMEN IN TEACHING

Cooperative Research Project No. 2024

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Chapter One: Introduction

The Problem

The need for talented teachers exists wherever there is a school. While the nation's teacher shortage, or the lack of a sufficient number of qualified applicants, varies immensely from one public school district to another during the present decade, every school system is concerned with attracting to its teaching staff well-qualified men and women. It is axiomatic that every source of potential teachers should be examined to determine the extent to which it can aid in providing the teachers needed to instruct the rapidly increasing numbers of students in the nation's schools.

One source of teachers, hitherto relatively unused, may be found among college-educated women, women who did not prepare for teaching while in college but who are willing to secure the preparation needed for successful teaching if they are convinced that the schools need them and want them. An organization called Catalyst in Education has recently been formed to encourage women college graduates to prepare for public school teaching, to inform them concerning such matters as certification and teacher preparation programs, and to encourage the public schools to employ them. Catalyst in Education is one of the programs of Catalyst, a nation-wide agency directed by a board of five college presidents which has as its purpose the better use of the capacities of educated women.

Many of the women being encouraged by Catalyst will become full-time teachers. There are many additional women who, because of their family responsibilities, are currently unable to accept full-time teaching positions but who would be able to teach part-time. Some of these women will eventually be able to accept full-time assignments outside the home. However, employing part-time teachers in the public schools has not been a common practice. Although it is generally known that some school systems use part-time teachers, the extent and success of their use is not known. Superintendents, in general, are thought to be reluctant to employ part-time teachers except as a last resort.

It was decided, therefore, to investigate systematically the extent to which part-time teachers are utilized in the nation's schools, the attitudes of administrators and students towards part-time teachers, and the willingness of public school administrators who do and who do not employ part-time teachers to employ them in the future. The term "part-time teacher," as it is used in this study, means an individual who has a definite responsibility for instruction, including planning and presenting material and evaluating results, but who is employed for less than a full work week. The definition purposely does not include teacher aides, clerical workers, volunteer workers, substitute teachers or full-time teachers who divide their time among two or more classes or schools. The study has also investigated the employment on part-time schedules of such specialists as librarians, psychologists and speech therapists.

Related Research

Little experimentation has taken place in the area of part-time teaching. The authors of this report are aware of only two current programs designed to measure the effectiveness of part-time teachers in the public schools. One of them, an experimental program in the training and use of part-time teachers, is being conducted by Carnegie Institute of Technology in cooperation with the Pittsburgh Board of Public Education.[1] This program, which began in 1962, provides one year of part-time training to a selected group composed of certified teachers who have been away from the profession for a number of years and liberal arts college graduates who wish to take courses needed for teacher certification. Following successful completion of the training program, the teachers are assigned to the Pittsburgh public school system, where each teacher works a limited number of hours each school day. Some of the projected uses for these part-time teachers are teaching Advanced Placement courses, handling itinerant foreign language schedules in different schools, and teaching half schedules for instructors with professional responsibilities outside the classroom.

The other experimental program concerned with the promotion and evaluation of part-time teaching is scheduled to commence in the fall of 1965 and is sponsored by the Women's Educational and Industrial Union of Boston.[2] The Partnership Teaching Program, as this program is called, will make it possible for partnerships, composed of two experienced women teachers sharing a full-time teaching position, to be instituted in several of the elementary and secondary schools in the Greater Boston area. In each partnership, one teacher will handle the morning classes and the other the afternoon classes. Extra responsibilities outside the classroom will be shared by the two partnership teachers.

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[1] Letter from Robert Sperber, Assistant Superintendent for Personnel, Pittsburgh Public Schools, April 19, 1963.

[2] Letter from Miss Ruth Bean, Executive Director, Women's Educational and Industrial Union, November 25, 1964.

A considerable amount of what might be called part-time teaching has taken place over the years in an administrative arrangement, commonly used in many parts of the United States, which involves two or more school systems, so that the teacher works part-time in each single system. While the individual teacher in this kind of arrangement is not a part-time teacher as the term is defined in this study, the effectiveness of his part-time service in each school is of interest to those intent on discovering the advantages and disadvantages of part-time teaching. This cooperative kind of arrangement has recently been given considerable encouragement and publicity by the Catskill Project in Small School Design, established in 1957 and financed by grants from the Fund for the Advancement of Education.[3] The twenty-seven schools in New York's Catskill Mountain region that have participated in this project have successfully employed elementary and secondary teachers and specialists who have divided their schedules between two or more of the cooperating schools. For example, the number of pupils who want to study French in each of two of these schools is too small to warrant hiring a full-time French teacher. The total number of French students in both schools is large enough, however, to warrant hiring one French teacher for the two schools and dividing her time and costs between them. This is an example of what the Catskill

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[3] Catskill Area Project in Small School Design. Sharing Educational Services. Oneonta, N. Y., 1960.

Project calls Shared Services, cooperative arrangements to provide small school systems with teachers and other specialists in fields in which it would be economically impossible for single schools to employ full-time staff members. Although the teachers employed under these arrangements are employed on a full-time schedule, their time is divided between two or more schools, making them, in effect, part-time teachers for each school.

Part-time teachers are far more common in colleges and universities than in elementary and secondary schools, but on this level as well, little research has been done to describe the nature and extent of their use or to measure their effectiveness. Three interesting studies on the use of part-time teachers on college faculties were, however, conducted during the 1950's and financed by the Fund for the Advancement of Education.[4] One was conducted by Los Angeles State College, which concentrated on its own use of part-time teachers, relying on questionnaires to the faculty and students. The study indicated that although the full-time faculty believed that part-time faculty members were less likely to have an interest in their classes and were somewhat inferior in teaching ability, the students did not agree. There were no significant differences in the ratings by students of part-time and full-time teachers.

A second study, conducted by the University of Bridgeport in Connecticut, included a questionnaire to 30 urban universities on current practices, a questionnaire to full-time research personnel on their interest in part-time college teaching, and a questionnaire to people in the local community who might be interested in teaching. Part-time faculty were employed in 70 per cent of the urban universities polled by Bridgeport and they taught from 7 to 52 per cent of the total course load. In the group of industrial research scientists surveyed, there was a considerable number of well qualified persons with doctorate degrees who had previous teaching experience and who were willing to teaching part-time if they could be released from part of their other duties. The questionnaire sent to persons residing in the community indicated that about one in twelve of the respondents was judged qualified and was interested in part-time teaching. About half of the respondents held degrees beyond the B.A.

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[4] The Fund for the Advancement of Education. Better Utilization of College Teaching Resources. New York, 1959.

The University of Bridgeport also conducted an experimental internship program to determine the effect of pre-service professional preparation for new part-time faculty members. The Bridgeport study concluded that new part-time faculty properly prepared for college teaching would be an important resource for a university.

The third study took place in Massachusetts, where the Sprague Electric Company agreed to offer some of its scientists to Williams College as part-time teachers in return for an expansion of the Williams' M.A. program so that Sprague employees could work for an advanced degree while in regular employment. Sprague scientists served as instructors for the freshman and sophomore laboratory sections at their regularly scheduled times during the day and certain top scientists taught in the evening in the M.A. program. This program is still in effect. The chairman of the physics department at Williams stated in 1964, "It is doubtful that we could have maintained our high level of laboratory instruction without the help of these part-time teachers." (5) (6)

Unknown Aspects

Each of these studies has added to our knowledge of the value of part-time teachers. Each of the experiments now being conducted will undoubtedly be helpful in the effort to assess the contribution that might be made to the schools by part-time teachers. However, there are still many basic facts concerning the use of part-time teachers in the public schools that are unknown and the present study was designed to determine some of these.

For example, we wanted to find out how many part-time teachers are employed in the public schools and in what kinds of schools they are employed. Is the percentage of part-time teachers on a staff always small or do some school systems use large numbers? Are part-time teachers more often employed in small school systems or large school systems? Are part-time teachers more likely to be employed in communities of low or high socio-economic status?

We wanted to determine the nature of the assignments held by part-

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[5] Letter from Ralph P. Winch, Chairman, Department of Physics, Williams College, October 28, 1964.

[6] Three recent doctoral dissertations concerned with the use of part-time teachers on the collegiate level are (a) Fred Crawford Sutton, "Factors Affecting the Retention of Part-time Business and Industrial Teachers in Community Colleges, a Case Study," Wayne State University, 1962; (b) John Wesley Walcott, "Graduate Students as Part-Time Teachers at the Ohio State University," Ohio State University, 1961; (c) Louis Edwin Coister, "The Part-Time Teacher and Personnel Policies in Dental Education," University of Michigan, 1960.

time teachers. Are more part-time teachers assigned to elementary or secondary grades? Are there some subject areas in which part-time teachers are found more often than others?

We hoped to learn from school administrators their opinions of the effectiveness of part-time teachers. Is the usual reason for employing a part-time teacher to fill an assignment for which a full-time teacher is unavailable or to add to the staff a capable teacher who cannot teach full-time? How is the school program strengthened by the utilization of part-time teachers? Does the use of part-time teachers cause problems with other teachers, with students or with parents? Does the use of part-time teachers create other difficulties not associated with full-time teachers?

We also wanted to learn why some superintendents do not employ part-time teachers. Is it because of previous unsatisfactory experience with part-time teachers? Or is it because of certain conceptions they may have of part-time teachers that may or may not be valid?

We also hoped to be able to discover the attitudes of superintendents towards employing part-time teachers in the future. As more college-educated women become willing to secure the preparation needed for public school teaching, will superintendents be willing to employ them on a part-time basis? How many will they employ? What kind of assignments will they be given?

Design of Study[7]

In order to explore some of these questions, it was decided to prepare a questionnaire for mailing to a representative sample of public school districts in the United States. The questionnaire was prepared by the project staff assisted by a committee of consultants, which was selected to be broadly representative of public school teachers and administrators as well as of college professors of education.[8]

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[7] More complete details concerning the design of the study will be found in Appendix A.

The questionnaire contained eight pages in booklet form.[9] It was sent to a national sample of school districts obtained from the Records Division of the National Education Association. There are 12,348 school districts enrolling 300 pupils or more in the United States. These have been stratified by the N.E.A. according to whether they are small (300 to 2,999 pupils), medium (3,000 to 11,999 pupils) or large (more than 12,000 pupils). It was decided to send the questionnaire to all 380 school districts classified as large, 400 of those classified as medium and 400 of those classified as small.

In April, 1964, the questionnaire was sent to the chief administrative officer of each of the 1,180 school districts selected to be in the study. Two follow-up letters were sent in May and June to the districts which had not responded. The 714 school districts which eventually returned the questionnaire in useable form represent 61 per cent of the 1,180 districts to which it had been sent.

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[8] The members of the committee of consultants are listed in Appendix D.

[9] The questionnaire is reproduced in Appendix B.

A Cautionary Note with Respect to the Generalizability of the Findings

Since the project staff had no way (except that of reasonable persuasion) to compel school districts to answer its many questions, it was recognized from the start of the research that the longer the questionnaire sent out, the smaller the number likely to be returned. However, because so little is known about the use of women as part-time teachers in the United States, it seemed preferable at this time to obtain extensive information from a moderate number of the school districts in the sample rather than very limited information from almost all.

The 61 per cent response rate was about as had been anticipated. Although we have no reason to believe that the 61 per cent of the school districts which completed the questionnaire are very different from the 39 per cent which did not, we do not recommend that our readers attempt to generalize the findings from the sample who returned the questionnaire to the population from which the larger sample was drawn. Therefore, in reporting our results, we have made no tests of "statistical significance" and recommend that our findings be considered merely suggestive of what might be found if a 100 per cent response rate could have been obtained.

Further Considerations

The remainder of this report presents the results of the study. In Chapter Two, the extent to which women are currently employed as part-time teachers in the districts surveyed and the nature of their assignments is presented. The issues and obstacles involved in the use of women as part-time teachers as seen by school officials in districts which do and do not use them are considered in Chapter Three.

In Chapter Four, an evaluation of the number and type of part-time teaching assignments available to qualified women college graduates is made. Then, in order to compare opinions and practices in school districts of different size and socio-economic status, a further analysis is made in Chapter Five. Finally, in Chapter Six, a summary of the major findings of the study is presented and the implications of the research findings for both those concerned with the staffing of schools and the greater utilization of talented women are assessed.

The reader who is interested only in a summary of the findings of the study together with a discussion of its implications can go directly to the final chapter. For those interested in documentation of the findings, the intervening chapters are important.

Although this study stemmed from an interest in attracting to public school teaching women college graduates who did not prepare for teaching while in college, it is obvious that its findings have import regarding the many trained and experienced women teachers who leave teaching after marriage. Each year, approximately 17 per cent of the total number of public school teachers leaves the profession.[10] The most important single cause of this teacher loss is the assumption of home responsibilities after marriage or childbirth.[11] In several states, 50 per cent or more of the women who leave teaching do so to assume family responsibilities.[12] It is probable that many of these teachers would continue to teach if part-time assignments were available.

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[10] Research Memo, National Education Association, Washington D.C., 1963.

[11] Ibid.

It is also evident that although this study is concerned with the use of women part-time teachers, many of its findings are applicable to the use of men as part-time teachers.

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[12] *Ibid.*

Chapter Two: The Extent to Which Women Part-Time Teachers Are Currently Employed and the Nature of Their Assignments

As stated in Chapter One, before the present survey was made, there were in existence no systematic figures on the use of part-time teachers in the public schools. Although it is generally known that teachers are occasionally employed on a part-time basis in elementary and secondary schools, it has not heretofore been known how many teachers are so employed or in what capacities part-time teachers are serving. One of the major purposes of this study, therefore, was to secure basic data concerning the number of women part-time teachers currently employed, their preparation for teaching, the nature of their assignments and the conditions under which they are employed. These are the topics that will be discussed in this chapter.

Number of Women Part-Time Teachers Employed

Forty-two per cent of the 714 superintendents responding to the questionnaire are now employing women part-time teachers. These 300 school systems employ 1,891 women part-time teachers and 175,911 full-time teachers. The combined number of pupils in these 300 school districts is 4,512,772.

The 414 school systems that do not have any women part-time teachers on their staffs employ 263,408 full-time teachers and have 6,726,334 pupils enrolled.

It is interesting to note that the 11,239,106 pupils enrolled in the school systems administered by the superintendents responding to the questionnaire constitute approximately 27 per cent of the nation's elementary and secondary public school population of 41,200,000.

Number of Men Part-Time Teachers

Because the survey was principally concerned with the use of women part-time teachers, only one question was asked concerning men part-time teachers. This question simply asked the number of men teachers employed on a part-time basis. It was learned that among the 300 districts employing women part-time teachers, 88 districts employ men part-time teachers and they employ a total of 155 men teachers on a part-time basis. Of the 414 districts not employing women teachers on a part-time basis, 27 districts employ a total of 34 men on a part-time schedule (Table II-1).

Table II-1. Distribution of 714 School Districts According to Their Current Practices Regarding the Employment of Men and Women as Part-Time Teachers

	Number	Percentage
Employ Only Women Part-Time Teachers	212	30
Employ Only Men Part-Time Teachers	27	4
Employ Both Men and Women Part-Time Teachers	88	12
Do Not Employ Any Part-Time Teachers	387	54
	714	100

Numbers of Women Part-Time Teachers Employed by Separate School Systems

A large majority of the school systems employing women part-time teachers employ only a few of them. There are 170 systems that employ between 1 and 5 part-time teachers, 35 that employ 6-10, 19 that employ 11-20, 16 that employ 21-50 and 6 that employ over 50 (Table II-2).

Table II-2. Number of School Districts Employing Specific Numbers of Women Part-Time Teachers

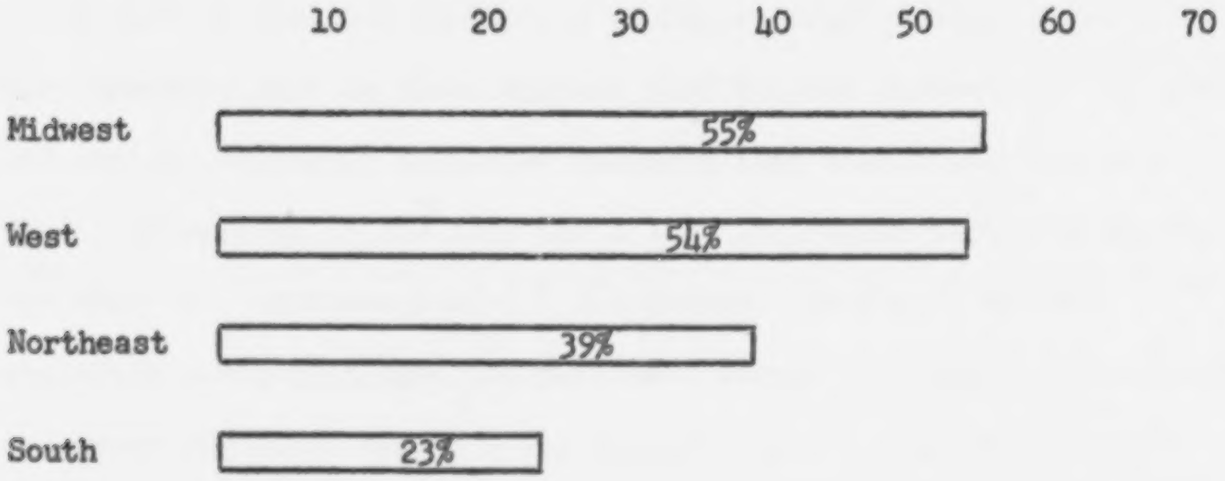
Number of Women Part-Time Teachers Employed	Number of School Systems	Per Cent of School Systems
1-5	170	57%
6-10	35	12
11-20	19	6
21-50	16	5
over 50	6	2
unreported number	54	18
Total	300	100

Relation of Geographic Location of School District to Use of Part-Time Teachers

The school systems responding to the questionnaire were divided into four geographical groups: northeast, south, midwest and west.

There is a considerable difference between these four regions in the use of women part-time teachers. In the midwestern states, 55 per cent of the school systems use women part-time teachers. In the western states, 54 per cent of the school systems use women part-time teachers. In the northeastern states, 39 per cent of the school systems use women part-time teachers. In the southern states, 23 per cent of the school systems use women part-time teachers (Figure II-1).

Figure II-1. Per Cent of Sampled School Systems Using Women Part-Time Teachers by Geographical Region



Relation of Use of Women Part-Time Teachers to Other Innovations In School Program

All of the superintendents were asked if they had devised any plans in the last ten years to make optimum use of the teaching staff and they were asked if they had put into effect such innovations as team teaching, language laboratories and the use of teacher aides. It was thought that the administrators' replies to these questions would be helpful in determining if those systems demonstrating a generally favorable attitude toward innovation are more likely to employ part-time teachers than those systems that have not introduced innovations in other areas of the school program. It was discovered, however, that the school districts not using women part-time teachers are almost as innovative in other areas as the school districts using women part-time teachers. Of those school systems not using women part-time teachers, 71 per cent have inaugurated other new programs in the past ten years. Of those school systems using part-time teachers, 77 per cent have introduced other new programs in the past ten years.

Among the school systems employing women part-time teachers, those systems that are innovative employ a larger number of part-time teachers than do those systems that are not innovative. In the 168 systems employing part-time teachers that stated they had introduced innovations in the past ten years, 1064 women part-time teachers are employed, an average of 6.3 per system. In the 52 systems employing women part-time teachers that stated they had not innovated, 140 women part-time teachers are employed, an average of 2.7 per system. These figures support what is generally thought to be true: that part-time teachers are more apt to be employed in school systems that are flexible in their administrative arrangements than in school systems that maintain traditional patterns in the use of teachers and physical facilities.

Background of Women Part-Time Teachers

It was learned that almost all of the school systems using women part-time teachers employed only those teachers regularly certified or certifiable. Of the 300 superintendents employing women part-time teachers, 287 employed only certified or certifiable teachers. Of these 287 superintendents, 141 employed as part-time teachers mature women college graduates who did not prepare for teaching while in college but who have recently met certification requirements, in addition to women prepared for teaching while in college.

Only 37 systems reported the use as part-time teachers of women with special competencies, such as scientists and musicians, who are not necessarily certified.

One New York superintendent reported: "Our part-time teachers are usually married women who return to teaching when their family responsibilities permit." An Oregon superintendent said, "Some full-time teachers, after they reach retirement age, can take a reduced load." A South Carolina superintendent stated: "It so happens that our part-time teachers are ex-full-time teachers whose duties as housewives prohibit full-time work." A Florida superintendent said: "The 62 part-time teachers now employed were full-time teachers returning from leave or who wished to change from full-time to part-time work. Sixty are remedial reading teachers; two are librarians."

Acceptance by School Systems of Responsibility for Providing Pre-Service Training for College Graduates Interested in Part-Time Teaching

Forty of the school systems employing women part-time teachers reported that they assumed some responsibility for providing pre-service training for college graduates interested in part-time teaching. In some of these forty communities, this training is provided by the school system; in others, it is provided by a university; and in others, it is provided through a cooperative plan between a university and a school system.

Some school systems provide an orientation program before the opening of school in the fall for this group of teachers. Others have workshops both in the summer and during the school year. Several schools invite prospective teachers, during the year before they are scheduled to start employment, to the in-service and professional meetings held for the regular staff. In some systems, women planning to become part-time teachers are encouraged to gain experience as substitute teachers and supervision is provided for them. Some superintendents also make professional material available to the prospective part-time teacher, as a means of encouragement.

Tendency of Part-Time Teachers to Become Full-Time Teachers

When asked if the use of part-time teachers has brought into teaching persons who have become full-time teachers, 61 per cent of the superintendents employing part-time teachers replied that it had. This statistic bears out what is thought to be true: that many women who have never taught before and who begin teaching on a part-time schedule eventually become full-time teachers. Their willingness to handle a full-time assignment increases as they gain teaching experience and as their children grow older.

Absenteeism of Part-Time Teachers

In reply to the question, "Do women part-time teachers have a higher rate of absenteeism than full-time teachers?" 289 out of the 300 superintendents employing part-time teachers replied that they did not.

State Certification Regulations Concerning Part-Time Teachers

In addition to the questionnaire sent to school superintendents, a questionnaire was sent to each of the fifty state directors of teacher education and certification to determine if there is any difference among the states in the certification requirements for part-time and full-time teachers. Each of the fifty state directors returned the questionnaire.

Most of the states make no distinction in their certification regulations between part-time and full-time teaching. Several states implied, however, that certification requirements might be relaxed for teachers in subjects of such critical shortage as Russian, but this would be as true for full-time teachers as for part-time teachers.

There are four exceptions to the general observation that states do not distinguish between part-time and full-time teachers in their certification regulations.

(1) In Michigan, a person teaching less than half-time is eligible for a "90-day permit," which is designed for substitute teachers and which is issued to persons with a minimum of sixty semester hours of college credit.

(2) In Pennsylvania, a person may receive a special permit for part-time teaching from the state superintendent of instruction if he satisfactorily completes an examination administered under the direction of the State Department of Public Instruction and possesses documentary proof of having had six years of satisfactory experience in the field for which the examination was administered and if the school administrator desiring to employ the part-time teacher officially requests the state superintendent for permission to do so.

(3) In the State of Washington, the State Board of Education has specifically authorized special certification of highly qualified and experienced personnel as expert aids to the instructional program. The State Board's purpose in this action was to encourage school districts to enrich school programs through the wise use of the most highly qualified personnel in their communities, supplementing the services

of the faculty. This certification is for persons who are highly prepared and experienced in fields of knowledge taught in the public schools. These persons may be used for instructional functions other than regular full-time teaching. Certificates are issued upon the request of district and county superintendents of schools. The applicant may submit transcripts of his educational background and experience or the district may provide an adequate statement of the applicant's qualifications.

(4) In Wisconsin, there is an "intern license," which may be used by a paid intern teaching part-time. The state director of teacher certification also stated that a special license or permit might be issued for other part-time teachers.

The Effect of State Retirement Laws on the Employment of Part-Time Teachers

A separate questionnaire was sent to the fifty state retirement systems to determine what effect retirement regulations have on the employment of part-time teachers. Replies were received from all fifty states.

Forty-one states give retirement credit for part-time teaching and 9 do not. There are two principal methods of determining retirement payments. One method relies on a formula based on the number of years of service and the average salary, usually based on the five or ten years during which the salary was the highest. The other method of determining retirement payments is based on the amount of annuity that can be purchased by the combined contributions of the teacher and the town or state.

The majority of the states using the formula method of computing retirement credit allow credit for part-time teaching roughly proportional to the amount of time taught, although several states grant full credit for part-time teaching.

In the states using the annuity method of determining retirement allowances, the part-time teacher would always receive credit proportional to the amount of time taught, because the retirement allowance is based only on the amount of money earned.

Some or all teachers in thirty-six states participate in the social security system. If a person is covered by social security, he receives credit for each quarter-year during which he earns fifty dollars or more, regardless of whether he works part-time or full-time.

A question was asked to determine the amount of money that can be earned by retired teachers without decreasing their pension payments, for often retired teachers are employed as part-time teachers. State policies vary from one state which does not permit any earnings without a deduction from the pension payment to two states which permit unlimited earnings without pension loss. In the states where there is a limit to permissible earnings for retired persons, the limit may be based on the amount of money earned or on the amount of time taught. The amount of money that can be earned without a pension reduction varies from $1,200 to $2,400, while the amount of time a person can be employed varies from 30 to 90 days a year.

Amount of Time Worked by Part-Time Teachers

A majority (59 per cent) of the part-time teachers work between

41 and 60 per cent of a full school week. A large proportion (27 per cent) work between 61 and 80 per cent of a full school week (Table II-3).

Table II-3. Amount of Time Worked by 1891 Women Part-Time Teachers in 300 School Districts

Per Cent Time Worked	Percentage of Total Number of Part-Time Teachers
0-20	3.3%
21-40	7.2
41-60	59.4
61-80	27.1
81-99	3.0

One district reported that it has two teachers who share one assignment by having each one teach full-time for eight weeks and then not teach at all during the next eight weeks. Another district reported that it has employed women who have taught full-time for one semester only and who have alternated with other teachers desiring to do the same.

Salaries of Part-Time Teachers

The overwhelming majority of school systems (93 per cent) pay part-time teachers salaries pro-rated on the basis of regular salary schedules.

One superintendent reported another method of paying part-time teachers: "We pay part-time teachers on a salary schedule, considering

90 per cent of salary to be based on actual teaching duties. A dramatics teacher teaching three classes a day receives 90 per cent of 60 per cent of salary."

Activity of Women Part-Time Teachers Outside the Classroom

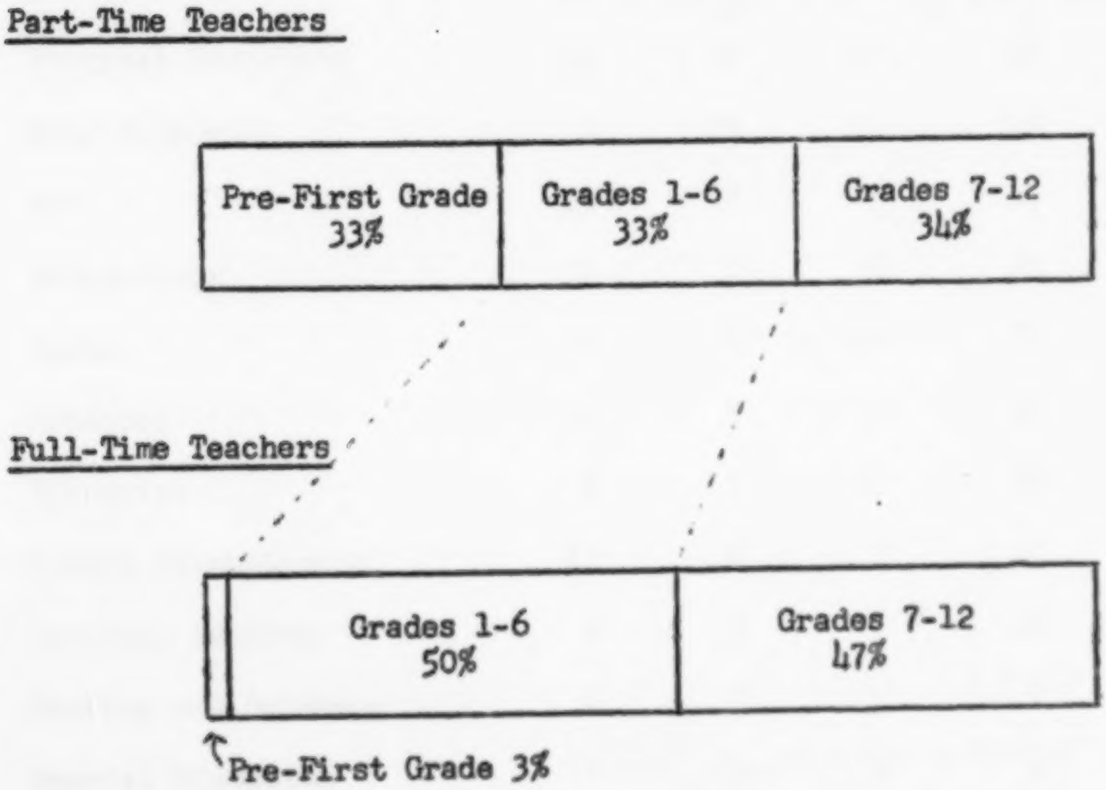
A large majority of part-time women teachers accept professional responsibilities outside the classroom. Among the 300 superintendents employing women part-time teachers, 96 per cent reported that part-time teachers attend faculty meetings, 76 per cent reported that part-time teachers serve on faculty committees, 82 per cent stated that part-time teachers join professional organizations, and 88 per cent said that part-time teachers take part in in-service training.

Many women part-time teachers are not assigned school-connected duties outside the classroom. Of the total number of women part-time teachers, 46 per cent perform such non-teaching duties as supervision of lunchrooms and corridors and 36 per cent supervise such extra-curricular activities as school clubs.

Assignments of Women Part-Time Teachers

Roughly a third of the women part-time teachers are employed at each of the three grade levels of pre-first grade classes, elementary school classes and secondary school classes, as shown in Figure II-2. The high percentage of part-time teachers assigned to pre-first grade classes is particularly striking when it is remembered that there are approximately six times as many students in both elementary classes (grades 1-6) and secondary classes (grades 7-12) as there are in pre-first grade classes. Among the full-time teachers in the school systems surveyed, 3 per cent are teaching pre-first grade classes, 50 per cent are teaching in grades 1-6 and 47 per cent are teaching in grades 7-12.

Figure II-2. Distribution, By Grade Level, of 1891 Women Part-Time Teachers and 358,965 Women Full-Time Teachers Currently Employed.



Most of the women part-time teachers in pre-first grade classes are teaching half-day kindergarten classes. Many schools have half the kindergarten children come to school in the morning and the other half in the afternoon. While usually one full-time teacher handles both morning and afternoon children in one classroom, it is fairly common to divide this assignment between two teachers, with one handling the morning class and the other handling the afternoon class.

Table II-4. Assignments of 678 Women Part-Time Teachers Currently Employed in Grades 7-12.

	Size of School District				
	Large	Medium	Small	Total	Percentage (Total)
Foreign Languages	63	26	60	149	22%
English	75	30	24	129	19
Social Studies	33	9	58	100	15
Physical Education	33	8	12	53	8
Home Economics	0	29	14	43	6
Art	27	8	7	42	6
Mathematics	23	9	6	38	6
Music	16	6	13	35	5
Sciences	13	5	5	23	3
Librarian	6	7	10	23	3
School Psychologist	12	0	0	12	2
Remedial Reading	2	5	3	10	1
Testing and Guidance	4	2	1	7	1
Special Education	0	2	4	6	1
Vocational Subjects	3	1	0	4	1
Speech	2	1	0	3	0
Handwriting	0	0	1	1	0
Health	0	0	0	0	0
Industrial Arts	0	0	0	0	0
Business Education	0	0	0	0	0
	312	148	218	678	

Most of the women part-time teachers in grades 1-6 are teaching in specialized areas, although some are in charge of self-contained elementary school classrooms. The greatest number, 26 per cent of the total number of women part-time teachers in elementary schools, are librarians. Many women part-time teachers are also found teaching music (18 per cent) and remedial reading (18 per cent).

The largest number of women part-time teachers in grades 7-12 are teaching foreign languages, English and social studies (Table II-4).

Special Uses of Part-Time Teachers

The survey did not cover teaching adult education classes or any other kind of teaching outside the regular curriculum in grades pre-first grade through twelfth. A number of superintendents, however, reported on the use of part-time teachers in adult education programs. A Michigan superintendent reported: "In our adult education program, we employ part-time personnel. Here certification is not a factor and personnel is employed on an hourly basis." A Pennsylvania superintendent stated: "Part-time teachers are used in the adult education program and for Standard Evening High School." Another Pennsylvania superintendent commented: "People who desire to teach part-time can do so in evening adult school."

Another area where part-time teachers are often used that was not specifically covered by the questionnaire is that of teaching physically handicapped children in their own homes. These children are usually taught by a certified teacher employed by a local school board and the teacher often teaches only part of a full week. A California superintendent stated: "The four part-time teachers we employ are teachers of the physically handicapped and teach in the home. They are paid on a hourly basis." Another California superintendent said, "We use part-time teachers as home teachers."

Reasons for Employing Part-Time Teachers

Superintendents reported many different reasons for employing part-time teachers. One of the principal reasons is the shortage of qualified teachers available for full-time assignments. Forty-one per cent of the superintendents employing women part-time teachers report a teacher shortage in their school systems. In these systems with a teacher shortage, 61 per cent of the superintendents report the use of part-time teachers has helped to alleviate the shortage.

The following comments were made by superintendents (identified only by state) who use part-time teachers because qualified full-time teachers are unavailable:

> Michigan: "We are using part-time teachers when a regularly qualified teacher is not immediately available."
>
> Missouri: "Hiring part-time teachers has been helpful to us in strengthening our program and filling positions that would otherwise be difficult to fill."
>
> Montana: "Were it not for part-time teachers, we would be unable to have our elementary French supervisor and our elementary speech therapist."
>
> Virginia: "We have employed teachers on a part-time basis when full-time teachers were not available."

A second important reason for employing part-time teachers is to secure someone to handle extra classes on the secondary level that cannot be fitted into the schedules of full-time teachers. Following are some superintendents' comments on this use:

Arizona: "Four or five part-time teachers help us out each year in special areas or situations that require only one, two or three periods a day. For example: fifth year Spanish, second year Russian, fourth year German, and at one time or another some college-level courses that do not fit into the regular curriculum."

California: "Part-time teachers are used only when additional classes need to be set up due to overenrollment."

California: "Part-time teachers have generally been employed where a class load is too heavy but enrollment does not warrant a full-time teacher."

Connecticut: "We employ a part-time teacher only because of a situation in which the services of a full-time teacher are not required."

Louisiana: "The one part-time person employed was employed in an assignment where a full-time teacher was not needed: to teach three hours a day of eighth grade general science."

Michigan: "Our basis for using part-time teachers is based on need. Our educational offerings may require a fully-trained person but only for a portion of the day. This is the determining factor."

Minnesota: "In a growing school, part-time teachers can fill the gap between 'more department staff needed but not a whole person extra'."

New York: "The only way we use so-called part-time teachers is when we have an assignment that is part-time, i.e., we need two days for remedial reading in a school and we employ a part-time teacher to fill that assignment."

New York: "We use part-time teachers where a limited service is needed (e.g., to teach three classes of Russian a week)."

North Dakota: "We use them only when necessary to teach extra classes in secondary."

Pennsylvania: "Part-time teachers are used generally to reduce class size where a full-time person would not be needed."

South Dakota: "We only use part-time teachers in situations where a half-time person will meet our needs, e.g., we now employ a half-time home economics teacher to meet the students' requests."

Texas: "Occasionally a secondary school has a difficult teaching combination assignment, e.g., English and physical science. Two part-time teachers can be used instead of one full-time."

Texas: "We use part-time teachers primarily for the purpose of teaching in subject areas where we do not have a load for a full-time teacher."

Virginia: "Part-time teachers are employed on the secondary level, in most instances, because a full-time teacher is not needed."

Virginia: "We have used a part-time home economics teacher where we actually needed only two additional classes taught and the teacher was found who wanted only part-time employment."

A third reason for the use of part-time teachers is to aid full-time teachers with overcrowded classes. Here are some comments:

Colorado: "We use part-time personnel only where classroom loads have exceeded 35 students."

Colorado: "We use six teacher aides (half-time fully certified women teachers) to assist in classes which are in excess of 35 children. They help teachers in the academic area of language arts, which includes English, reading, writing, and spelling."

South Dakota: "We have two part-time teachers teaching reading groups in first and second grades where the enrollment is over 30."

Often part-time teachers are used to free teaching principals for administrative responsibilities. In this situation, the principal serves as teacher of an elementary classroom, but he is relieved of his teaching duties for a certain portion of the week by a part-time teacher. A South Dakota superintendent reports, "We have two part-time teachers relieving elementary teaching principals." A Wisconsin superintendent comments, "We have used part-time teachers to permit elementary teaching principals to have some time off for administrative duties." A superintendent in South Carolina states: "We have a small school that rates a half-time principal. We employ a half-time teacher for this school."

Some school systems reported the use of part-time teachers to supplement the schedules of experienced teachers whose health does not permit them to carry a full load. A Michigan superintendent reported: "We use part-time teachers to take care of staff health situations where a veteran teacher is able to work only part-time." A California superintendent stated: "Part-time teachers are used only when health reasons do not permit regular teachers to be assigned a full program."

Favorable Comments on the Use of Part-Time Teachers

Many of the superintendents using part-time teachers are enthusiastic about the contribution such teachers have made to the school program and others are interested in the possibilities of using more in the future. Here are some comments:

Arizona: "I do feel that part-time teachers, whether men or women, can be of real service."

California: "Good idea!"

California: "We have used part-time teachers in the past and they have always worked out well."

Georgia: "The utilization of qualified part-time teachers must be a part of personnel planning in the immediate future."

Indiana: "I believe we are overlooking a potential source of good teachers."

Kentucky: "If we had the financial ability, we would like to employ part-time teachers to free regular teachers from certain routine responsibilities, so they would have more time for planning and special assignments."

Maryland: "The use of part-time teachers, especially women, may very well provide a supply of superior people for classrooms."

Massachusetts: "They serve a very useful purpose and with proper orientation and continuous guidance can be effective members of the staff."

Massachusetts: "I believe we have been too 'organization and efficiency' conscious to take real advantage of part-timers."

Michigan: "We have in the past used part-time teachers as needed. We recognize that qualified part-time personnel would be helpful in providing expanded services."

Michigan: "There is a definite place for the part-time woman teacher."

Michigan: "We can use hundreds of part-time teachers, if qualified and effective."

Minnesota: "This is a fine idea if used in a professional manner to improve the quality of instruction and not as a means to solve budget problems."

Minnesota: "This may be the help we need."

New Jersey: "I think there are many people available who, with some additional training, can make a fine teaching contribution in a variety of curricular areas."

New York: "This is an excellent way to give relief for any full-time teachers."

New York: "Almost no limit to the possibilities!"

New York: "Most of these part-time people have worked out very well. They are, however, on a year-to-year basis, their jobs frequently becoming full-time positions the year following their initial employment."

North Dakota: "We have had excellent results with part-time teachers."

Ohio: "The use of part-time teachers allows greater flexibility in scheduling special subjects in the elementary buildings and permits the employment of the special teacher for the amount of time she is actually needed in the special subject area."

Pennsylvania: "This is an area I would expect to develop in the future as scheduling and programs become more flexible."

Pennsylvania: "We can avail ourselves of unusually well qualified individuals seeking part-time employment."

Pennsylvania: "There is a place for them -- most certainly for those with special talents."

Pennsylvania: "We have used part-time teachers with success."

Pennsylvania: "I think it a splendid idea. We have used them satisfactorily."

Virginia: "We feel that in every large community there are women trained to teach who cannot, because of home responsibilities, work full-time and that these women can be used to good advantage on a part-time basis. Many of them at a later date may be able to become full-time workers."

Washington: "We accept the idea of part-time teachers but expect them to perform at a high level and be available for in-service meetings, etc."

Summary

It has been shown in this chapter that almost half of the school systems surveyed employ women part-time teachers. Most of the school districts employing women part-time teachers employ only a small number of teachers on a part-time basis, but several districts report using sizable numbers. There were important differences between geographical regions observed in the employment of part-time teachers, from the South where only a fifth of the school districts reported any part-time teachers to the Midwest and West where slightly more than half the school districts employ part-time teachers.

It was discovered that most states make no distinction between part-time and full-time teachers in certification regulations, that almost all of the women part-time teachers employed are certified teachers, and that many of them were formerly employed on a full-time schedule. A majority of the superintendents employing part-time teachers reported that the use of part-time teachers has brought into teaching persons who have become full-time teachers.

Data presented in this chapter also indicated that most part-time teachers are employed for approximately half a full work week, although there are variations in this pattern. The overwhelming majority of part-time teachers are paid salaries that are pro-rated on the basis of regular salary schedules. Most women part-time teachers accept professional responsibilities outside the classroom and many are assigned to such outside duties as lunchroom and corridor supervision.

Part-time teachers are equally divided between the three grade levels (pre-first grade classes, grades 1-6 and grades 7-12). In secondary schools, part-time teachers are most frequently found teaching foreign languages, English and social studies but smaller numbers of part-time teachers are assigned to a variety of other curricular areas.

The comments of several superintendents concerning the reasons why they employ part-time teachers were reported. Many superintendents reported satisfaction with part-time teachers.

However, there are also superintendents employing part-time teachers who reported reasons for not liking to employ part-time teachers. These attitudes will be explored in Chapter Three.

Chapter Three: Issues, Obstacles and Problems Involved in the Use of Women Part-Time Teachers

It is a common assumption among school administrators that part-time teachers are a second-best resource for staffing the public schools. Even the designers of the experimental program of part-time training and employment of teachers being conducted by the Pittsburgh Public Schools stated that the program was formulated "to fill the gap until full-time personnel is available." That the assumption is not universally held has already been shown in Chapter Two. In fact, many superintendents are enthusiastic about the effectiveness of part-time teachers. However, it was also shown that one of the major reasons for employing part-time teachers is because full-time teachers are unavailable. The questionnaire was designed to discover the specific reasons why many superintendents prefer full-time to part-time teachers. The present chapter is concerned with the opinions of those 300 superintendents now employing women part-time teachers as well as the 414 superintendents not now employing them. After presenting the opinions of each group seperately, we will contrast and compare the two groups.

Opinions of School Officials Now Employing Women Part-Time Teachers

Ten questions were asked of the 300 superintendents employing women part-time teachers to determine their opinions with respect to the most frequent reasons commonly given by school administrators for not wanting to employ part-time teachers. In responding to each of the ten questions, a majority of the superintendents indicated that they did not consider these commonly held objections to the use of part-time teachers to be valid. As can be seen in Table III-1, the number of superintendents who considered seven of these common objections to the employment of part-time teachers a problem is so small that it is negligible. These seven objections are concerned with the absenteeism of part-time teachers, the professional attitudes of part-time teachers, and their acceptance as professionals by students, parents and other faculty members.

Three of the questions, however, found a larger minority of the superintendents reporting that a problem existed. One question was, "Does the time that part-time teachers are available pose any difficulty? In arranging school schedules for example?" Of the 291 superintendents answering this question, 102 (35 per cent) answered this question affirmatively.

In replying to the question, "Have you received many requests for part-time employment from unqualified persons who feel that teaching does not involve special preparation and competencies?" 60 of the superintendents answering this question (21 per cent) replied that they had.

In answering the question, "Has the use of part-time teachers tended to weaken professional organization in terms of such things as salary negotiations?" 42 out of the 291 superintendents answering this question (14 per cent) replied that it had.

The superintendents were also asked if there were special reasons why they were not employing more part-time teachers. Seventy-three of the 300 superintendents (24 per cent) reported that there were such

Table III-1. Per Cent of Approximately 300 Superintendents Employing Women Part-Time Teachers Responding Favorably to 10 Questions Concerning Common Objections to the Employment of Part-Time Teachers

Question	Per Cent Answering "Yes"	
1. Do part-time teachers have a higher rate of absenteeism than full-time teachers?	1%	(287)
2. Has the use of part-time teachers tended to weaken professional organization in terms of such things as salary negotiations?	14	(291)
3. Have you received many requests for part-time employment from unqualified persons who feel that teaching does not involve special preparation and competencies?	21	(290)
4. Does the time that part-time teachers are available pose any difficulty? In arranging school schedules, for example?	35	(291)

- -

	Per Cent Answering "No"	
5. Are part-time teachers professional in their attitudes toward pupils?	.3%	(291)
6. Are part-time teachers viewed as fully qualified professional members of the faculty by parents?	.3	(285)
7. Are part-time teachers viewed as fully qualified professional members of the faculty by students?	.7	(296)
8. Are part-time teachers professional in their attitudes toward other teachers?	.7	(295)
9. Are part-time teachers professional in their attitudes toward the school system?	1	(291)
10. Are part-time teachers accepted as professional members of the faculty by full-time teachers?	3	(299)

reasons. Some of the superintendents reported more than one reason. As can be seen in Table III-2, the largest number of these superintendents, 39, stated that the reason they were not employing more part-time teachers was because there was no need for additional part-time teachers. For example, a California superintendent stated, "We do not need more. With the exception of the one in grades 1-6, our needs are in kindergarten where there are an odd number of sessions." Another California superintendent reported, "Availability of staff is no problem to us because of our location and educational reputation." A Washington superintendent said, "The need for more does not now exist. Qualified teachers are available for all full-time positions."

The next largest number of these superintendents, 22, stated that they were not employing additional part-time teachers because they preferred full-time teachers but they did not specify the reasons for this preference. The third largest number of these superintendents, 14, reported that they were not employing additional part-time teachers because no qualified applicants for part-time positions were available.

The remaining 26 superintendents in this group reported nine additional reasons for not employing additional part-time teachers. These were: scheduling problems; unavailability of part-time teachers for extra-curricular activities; unavailability of part-time teachers for meetings with staff, parents and students; contrary to state policy; lack of funds; increases work of personnel department; encourages full-time teachers to desire part-time work; student discipline problems; hurts image of teaching professional (Table III-2).

Some of the comments of the superintendents explaining these

Table III-2. Reasons Presented by 73 Superintendents Now Employing Women Part-Time Teachers for Not Employing Additional Part-Time Teachers

Reason	Number
1. No need	39
2. Prefer full-time teachers (no specific reason given)	22
3. No qualified part-time teachers available	14
4. Scheduling problems	6
5. Unavailability of part-time teachers for extra-curricular activities	6
6. Unavailability of part-time teachers for meetings with staff, parents and students	3
7. Contrary to state policy	3
8. Lack of funds	3
9. Increases work of personnel department	2
10. Encourages full-time teachers to desire part-time work	1
11. Student discipline problems	1
12. Hurts image of teaching profession	1
	101*

*Number of Superintendents exceeds 73 since some Superintendents gave more than one reason.

miscellaneous objections are of interest:

Colorado: "Our principals feel that part-time teachers do not participate in all the staff activities that full-time teachers do. If at all possible, we try to hire full-time teachers who are active in every phase of our school day."

Colorado: "We find some difficulty with part-time teachers being available for parent conferences and building and department meetings. They are not available to students for consultation during the time away from school. This creates problems, as often this type of consultation is incidental and not the type for which you would schedule an appointment."

Illinois: "Our principals need a staff of full-time teachers. Part-time teachers, while as effective in the classroom, cannot know the school program as well as the teacher who is on the scene full-time."

Washington: "Full-time teachers tend to be more concerned with policies and faculty cooperation. It is easier to administer with fewer personalities, and full-time teachers may be utilized more fully in extra-curricular activities. However, we also like to accomodate former teachers who prefer to work part-time. We always have a need for part-time kindergarten teachers in the fall as classes are being adjusted."

To sum up, it has been shown in this section that a majority of the sample of superintendents now employing part-time teachers do not consider the commonly held assumptions about the disadvantages of employing part-time teachers to be valid. However, a sizable proportion of these superintendents, 24 per cent, reported that they would be unwilling to employ additional part-time teachers although their reasons were not always specified. Thirty-five per cent of the superintendents reported that part-time teachers made scheduling difficult; twenty-one per cent stated that they had received many requests for part-time employment from unqualified persons; fourteen per cent stated that the use of part-time teachers tended to weaken professional organization. However, for every superintendent who cited a specific objection to the employment of part-time teachers, there were two or more who stated that they did not find this specific objection a problem. We turn now t6 consider the attitudes of superintendents who do not employ part-time teachers towards these same assumptions concerning problems associated with employing part-time teachers.

Opinions of School Officials Not Now Employing Women Part-Time Teachers

The 414 school systems reporting non-employment of women part-time teachers were asked to indicate, both by responding to five "yes" or "no" questions, and by naming any reasons not included in the five questions, why they did not employ such teachers. In Table III-3, these reasons are presented in order of most frequent mention. Many superintendents cited more than one reason for not employing part-time teachers.

As can be seen, the most common reason for not employing part-time teachers was simply that they were, according to the reports from 151 of the 414 systems (36 per cent), "not needed." The second most commonly named reason, reported by 29 per cent of the systems, was "certification problems." Nineteen per cent of the 414 systems reported that women part-time teachers were not available, thereby establishing this reason as the third most common. Budget limitations ranked fourth as a deterrent, with 19 per cent of the systems reporting that they could not afford to employ part-time persons. In fifth place was a stated preference for full-time teachers; 18 per cent of the systems so reported. Ranking sixth, seventh and eighth (lowest) among reasons for not using part-time teachers were these: local or state policy or tradition (7 per cent of the systems): principals' objections (6 per cent of the systems): and previous unsatisfactory experience with part-time teachers (3 per cent of the systems).

Table III-3. Reasons Given by 414 Non-Employing Superintendents for Not Employing Women Part-Time Teachers

Reason	Number	Percentage
1. No need	151	36
2. Certification problems	119	29
3. None are available	78	19
4. Can't afford to	77	19
5. Prefer full-time teachers	73	18
6. Contrary to local or state policy or tradition	28	7
7. Principals' objections	26	6
8. Previous unsatisfactory experience with part-time teachers	13	3
	565*	137*

*Number of Superintendents exceeds total number of Superintendents and percentage total exceeds 100 per cent since some Superintendents gave more than one reason.

No Need

Since 36 per cent of the non-using systems reported "no need" as their reason, or one of their reasons, for not employing part-time teachers, it is helpful to look at some of their comments:

Arizona: "We now have 12 applicants for every position."

California: "We have a sufficient number of qualified persons. Perhaps we would consider using part-time teachers if the need existed."

Florida: "This system has never faced a serious staffing problem which we considered could be solved by this method."

Georgia: "We have not been hard enough pressed."

Indiana: "We have been fortunate in that our schools are staffed with full-time qualified teachers. There is no shortage. The only field in which there is a problem is science."

Kansas: "There is no need. We have approximately 15 applications for every position open. We've had approximately 1500 applications this year."

Louisiana: "No teacher shortage exists in this area."

Michigan: "They simply are not needed. All teaching positions are filled with full-time people."

Pennsylvania: "We have not needed part-time teachers in this area of high population, high income and attractive teacher salaries."

Virginia: "No need for them at the present time. We have, however, been discussing the possibility and feasibility of employing some in the near future."

Certification Problems

As was mentioned in Chapter Two, only four of the fifty states (Michigan, Pennsylvania, Washington and Wisconsin) have different certification regulations for part-time teachers than for those employed on a full-time basis, and these different regulations would appear to facilitate rather than inhibit the use of part-time teachers. Yet 29 per cent of the non-user systems note certification problems as a reason for not employing part-time teachers. Why, we asked ourselves, was certification seen as such a major obstacle? It is probable that a clue to the answer lies in the interest of these systems in employing "women with special competencies, such as scientists and musicians, not regularly certifiable." In response to a specific question, 226, or 55 per cent, of the non-user systems indicated an interest in employing this category of women as part-time teachers. This figure reflects a high degree of interest in non-certified specialists. Among the systems employing part-time teachers, only 37 systems, or 12 per cent of the total, reported the employment of such teachers.

Unavailability of Part-Time Teachers

Some of the officials of the 78 systems reporting that part-time teachers are not available commented in these statements:

Arizona: "I just wish part-time teachers were available in this rural area."

Kentucky: "None are available in the special teaching areas that we need. There is no shortage in other areas."

New York: "There have been many occasions when we looked for part-time help but in a small town there aren't many qualified or even partially qualified prospects."

Preference for Full-Time Teachers

A significant reason for not employing part-time teachers was a preference for full-time teachers. Of the 73 school systems (18 per cent of the total) reporting such a preference as their reason, or one of their reasons, for not employing part-time teachers, 23 mentioned no specific reasons for their preference. The reasons mentioned by the other 50 systems are listed, in order of frequency, in Table III-4.

This table shows that scheduling difficulties, and the fact (or the fear) that part-time teachers do not or cannot share appropriately and fully in the extra-classroom professional activities of the school systems are the reasons which are most often given, in one form or another, for preferring full-time teachers. Twelve respondents believed that scheduling part-time teachers would be (more) difficult. Seven respondents believed that part-time teachers would tend to assume

Table III-4. Reasons Given for Preferring Full-Time Teachers by School Officials in 73 Non-Employing Systems

Reason	Number of Systems
1. Scheduling part-time teachers would be more difficult	12
2. Part-time teachers would tend to assume classroom duties only	7
3. Part-time teachers would not take their share of extra-curricular activities	5
4. No funds available for part-time teachers	4
5. The use of part-time teachers would tend to "weaken the profession" or encourage the "anyone can teach" philosophy	3
6. Part-time teachers would not attend faculty meetings	2
7. Part-time teachers would not fit into the administrative pattern	2
8. The use of part-time teachers is "only a makeshift."	2
9. The use of part-time teachers would create morale problems with full-time teachers	2
10. "Teaching is a full-time profession"	2

classroom duties only and for five systems it was stated that these teachers would not take their share of extra-curricular activities. Four systems reported "no funds" and three indicated that the use of part-time teachers would "weaken the profession" or lend support to the belief that "anyone can teach." Two systems each listed one of these five reasons for avoiding the use of part-time teachers: part-time teachers would not attend faculty meetings; part-time teachers would not fit into the administrative pattern; the use of such teachers is "only a makeshift"; such use would create morale problems with full-time teachers; and finally, "teaching is a full-time profession."

In addition to the reasons tabulated, each of the following "other reasons" was mentioned once: women unfamiliar with discipline can cause great damage to children; teacher-pupil relationships would suffer; civil service problems; part-time teachers might lack the interest of full-time teachers; a teacher cannot "serve two masters"; career teachers are preferred; part-time teachers would not be available to students; teacher aides are preferable to part-time teachers.

A Maine superintendent stated, "Part-time teachers generally don't believe that they should assume their share of the many necessary jobs that have to be done by teachers as part of but aside from regular teaching." A Pennsylvania official said, "While such persons may indeed bring certain competencies and experiences to the classroom, I should regret any change which may tend further to reduce teaching from a full-time profession. I favor full employment for teachers on a 12 month contract with paid vacations, provision for advanced study, etc."

Contrary to Policy or Tradition

Twenty-eight systems (7 per cent of the total non-user districts) reported that the use of part-time teachers was contrary to local or state policy or tradition. In this group of school systems, state financial aid policies as a bar to employment were reported by superintendents in Florida, Georgia, Indiana, New York, North Carolina, Oklahoma, South Carolina, Texas and West Virginia. In order to determine the accuracy of the school officials' understanding of state policy, we wrote to the state education department in each state where it was reported that state policy discouraged the use of part-time teachers. It was discovered that the financial aid policies of four states do indeed discourage the use of part-time teachers, while five other states which were reported by superintendents to have such policies actually do not.

A Florida superintendent stated, "State units (for subsidy purposes) are not for part-time teachers." This is probably a misunderstanding since the Florida Department of Education reports that any teacher holding a contract and rendering service to the schools in an instructional position in Florida participates in earning state funds to the county. According to state policy, county boards may enter into a contract for part-time work with properly certificated personnel.[1] Of the 17 school districts in Florida selected at random to participate in this survey, 3 employ part-time teachers. One of these three employs 62 teachers on a part-time basis.

A Georgia superintendent reported: "There is no state aid for part-time teachers." This statement is true, for teachers listed for state pay in Georgia must be full-time teachers.[2] Most of the part-time teachers in Georgia are paid from local taxes. Of the 16 Georgia school districts participating in this study, only one employs part-time teachers.

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[1] Letter from Harman O. Myers, Director, Division of Finance, Florida Department of Education, January 25, 1965.

[2] Letter from O. H. Joiner, Director, Division of Financial Services, Georgia State Department of Education, November 30, 1964.

An Indiana superintendent stated, "There is no state support for part-time teachers." This statement is based on a misunderstanding for in Indiana part-time teachers are counted in determining the full equivalent of employment personnel.[3] In fact, of the 17 Indiana school districts participating in this study, nine employ part-time teachers.

A New York superintendent said, "It is technically not legal to pay a part-time teacher less than full salary in the State of New York." This is also an inaccurate statement, for it is legal in New York State to pay a part-time teacher less than a full-time salary as long as the pay is pro-rated on the basis of the minimum salary law of the state.[4] Twelve of the 29 school systems in New York participating in the survey employ part-time teachers.

A superintendent in North Carolina stated, "The State of North Carolina does not recommend employment of part-time teachers, only those carrying full loads in their fields." Another North Carolina superintendent said, "The state makes no provision to pay part-time teachers." In fact, the state education department has no objection to the employment of part-time teachers. However, such teachers must be paid from local funds, for no state funds are available for this purpose.[5] Of the 23 North Carolina school districts participating in this study, 4 employ part-time teachers.

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[3] Letter from Eldon R. Crawford, Assistant Superintendent for Administration, Indiana Department of Public Instruction, December 16, 1964.

[4] Letter from Vincent C. Gazzetta, Associate, Teacher Certification Section, New York State Education Department, December 4, 1964.

An Oklahoma superintendent stated: "Legislative financial aid policies prohibit us from employing part-time teachers." This is a misunderstanding, for it has been reported by the Oklahoma State Board of Education that there are no regulations in Oklahoma that discourage the employment of part-time teachers.[6]

A superintendent in South Carolina said, "We cannot receive state aid for salaries unless a teacher works at least four periods a day. This is an accurate description of the policy of the South Carolina Department of Education, but since most South Carolina school districts have more teachers employed than they qualify for under the state formula for payment, they frequently are unable to receive state aid for the salaries of some full-time teachers.[7] Therefore, this regulation is not necessarily a deterrent. Of the 13 school districts in South Carolina participating in the present study, 5 employ part-time teachers.

A Texas superintendent reported, "Salaries for part-time teachers is a local expense." This statement is misleading, for the Texas Foundation School Program statutes provide for the allocation, through formulas, of a specific number of classroom teacher units to each Texas school district.[8] If a district desires to use two half-time teachers to fill one of these teacher units, it may do so without incurring a penalty.

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[5] Letter from J. P. Freeman, Director, Division of Professional Services, North Carolina Department of Public Instruction, November 27, 1964.

[6] Letter from R. B. Johnson, Director, Division of Teacher Education and Certification, Oklahoma State Board of Education, December 1, 1964.

[7] Letter from George W. Hopkins, Director, Division of Teacher Education and Certification, South Carolina Department of Education, Nov. 30, 1964.

A West Virginia superintendent said, "The State of West Virginia does not give state aid for the employment of part-time teachers." This statement is accurate in referring to teachers who teach half time or less because state aid is not computed for a teacher who is not employed a majority of his time (50.1% or more) for instructional purposes.[9] None of the 10 West Virginia school districts participating in the present study employ part-time teachers.

Other Reasons for Not Using Part-Time Teachers

Twenty-six systems reported that school principals objected to the use of part-time teachers, while 13 systems mentioned previous unsatisfactory experience as a bar to employment. One Kansas superintendent commented on his unsatisfactory experience with part-time teachers as follows: "We've tried using part-time teachers. Our experience has not been desirable. Part-time teachers often feel that they are doing a favor to the school and that they should not attend staff meetings, sponsor activity groups or comply with school policies. Regular staff members often feel that their load is extra because of special privilege given to a few. This practice has not worked for us."

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[8] Letter from Leon R. Graham, Assistant Commissioner for Administration, Texas Education Agency, December 17, 1964.

[9] Letter from William K. Hamilton, Executive Assistant State Superintendent of Schools, West Virginia Department of Education, November 30, 1964.

In addition to giving these reasons for not employing women part-time teachers, the responding official from each system was asked to answer four questions which tested attitudes and beliefs toward certain assumed obstacles and objections to the use of part-time teachers. The questions were similar in content to those asked of the systems already employing such teachers (see first section of this chapter), but they were cast in conditional, rather than factual, form: "In your opinion, would part-time teachers....?" instead of, "Are part-time teachers....?" The responses to these questions, arranged in order from the most to the least frequently mentioned objection, are summarized in Table III-5.

Table III-5. Responses of 414 Non-Employing Superintendents to Certain Suggested Obstacles and Objections to the Employment of Women Part-Time Teachers

Question	Per Cent Yes	Total Number
1. If you employed part-time teachers, would you anticipate receiving many requests for employment from unqualified persons who felt that teaching does not involve special preparation and competencies?	53%	(412)
2. Do you believe the time that part-time teachers are available poses any difficulty in arranging school schedules?	48%	(394)
3. Do you believe the use of part-time teachers tends to weaken professional organization in terms of such things as salary negotiations?	43%	(397)
4. Would you expect the rate of absenteeism of part-time teachers to be more than that of full-time teachers?	24%	(414)

2

It can be seen in Table III-5 that a majority (53 per cent) of the superintendents reported that they would anticipate receiving many requests for part-time employment from unqualified persons who felt that teaching does not involve special preparation and competencies. Almost half (48 per cent) of the responding school officials believe that scheduling would be an obstacle to using part-time teachers. Forty-three per cent believe that the use of part-time teachers tends to weaken professional organization in terms of such matters as salary negotiations. Approximately one-fourth (24 per cent) of the superintendents stated that they would expect the rate of absenteeism of part-time teachers to be higher than that of full-time teachers.

The superintendents were also asked six questions concerning their opinions of the professional attitudes of part-time teachers and the acceptance of the latter as professionals by regular faculty members. The study undertook to discover if, in the opinion of non-users, part-time teachers might frequently be looked upon, or looked down upon, as something less than professional or as makeshift teachers lacking in professional know-how and dedication. Furthermore, an attempt was made to assess the professional attitudes of part-time teachers themselves, as seen by non-employing school officials. In Table III-6, a summary of the opinions of non-user school systems is presented.

As the table shows, a very high proportion (77 to 81 per cent) of the superintendents responding believe that part-time teachers would be accepted as professional faculty members by students, by fellow

Table III-6. Opinions of 414 Non-Employing Superintendents Concerning the Professional Relationships and Attitudes of Part-Time Teachers

Question	Per Cent Yes	Total Number
1. Do you think that part-time teachers would be professional in their attitudes toward pupils?	95%	(383)
2. Do you think that part-time teachers would be professional in their attitudes toward other teachers?	92%	(393)
3. Do you think that part-time teachers would be professional in their attitudes toward the school system?	90%	(382)
4. In your opinion, would part-time teachers be viewed as fully qualified professional members of the faculty by students?	81%	(399)
5. Would part-time teachers probably be accepted as professional members of the faculty by full-time teachers?	81%	(395)
6. Would part-time teachers be viewed as fully qualified professional members of the faculty by parents?	77%	(384)

teachers and by parents. An even higher proportion (90 to 95 per cent) believe that part-time teachers themselves would be professional in their attitudes toward pupils, teachers and the school system in general. The twin items of professional acceptance and professional attitudes do not appear to weigh at all heavily among the obstacles to employing part-time teachers.

The reasons why part-time teachers are not used in 414 of the 714 school systems studied have been presented, together with the opinions of school officials of the non-user systems concerning various problems believed likely to inhere in the employment of such teachers. Given this background, it is of value to contrast the views of the 300 employers of part-time teachers with those of the 414 school officials who do not now employ women on a part-time basis.

Contrasting Views of Non-Employers and Employers of Women Part-Time Teachers: Myths and Realities

The earlier sections of this chapter have reported the opinions of both those superintendents who do and those who do not employ women part-time teachers concerning certain commonly assumed disadvantages inherent in the use of part-time teachers. The most striking contrast to be noted is found on the four questions concerning scheduling, absenteeism, professional organization and receiving requests from unqualified persons. A much larger proportion of superintendents not employing women part-time teachers considers each of these areas an obstacle than do the superintendents who employ women part-time teachers (Table III-7). For example, 46 per cent of the non-users believe that part-time teachers cause scheduling difficulties, while only 34 per cent of the superintendents employing part-time teachers see scheduling as a problem. Twenty-four per cent of the non-employing superintendents believe that part-time teachers have a higher rate of absenteeism than full-time teachers, while only one per cent of the school officials who employ part-time teachers report that absenteeism is greater among these teachers. Forty-one per cent of the superintendents not employing part-time teachers believe that the use of such teachers would tend to weaken professional organization in terms of such matters as salary negotiations, whereas only 14 per cent of the superintendents employing part-time teachers express such a belief. Fifty-three per cent of the non-employing superintendents state that they would expect to receive many requests for employment from unqualified persons if they employed part-time teachers, while only 20 per cent of the employing superintendents reported that they received such requests.

Table III-7. Opinions of Employing and Non-Employing Superintendents on Four Questions Concerning Part-Time Teachers

	Percentage of Superintendents Replying Affirmatively			
	Users		Non-Users	
1. Do you believe the time that part-time teachers are available poses any difficulty in arranging school schedules?	34%	(291)	46%	(394)
2. Is the rate of absenteeism higher among part-time teachers than among full-time teachers?	1%	(287)	24%	(414)
3. Does the use of part-time teachers tend to weaken professional organization in terms of such things as salary negotiations?	14%	(291)	41%	(397)
4. Would you anticipate receiving (or do you receive) many requests for employment from unqualified persons who felt that teaching does not involve special preparation and competencies?	20%	(290)	53%	(412)

Important differences between the employers and non-employers of women part-time teachers are also seen in their responses to the six questions dealing with the acceptance of part-time teachers as professionals and the professional attitudes of part-time teachers.

Table III-8. Opinions of Employing and Non-Employing Superintendents on Six Questions Concerning the Professionalism of Part-Time Teachers

	Percentage of Superintendents Replying Affirmatively			
	Users		Non-Users	
1. Are part-time teachers professional in their attitudes toward pupils?	97%	(291)	95%	(383)
2. Are part-time teachers professional in their attitudes toward other teachers?	98%	(295)	92%	(393)
3. Are part-time teachers professional in their attitudes toward the school system?	96%	(291)	90%	(382)
4. Are part-time teachers accepted as professional members of the faculty by full-time teachers?	96%	(299)	81%	(395)
5. Are part-time teachers accepted as professional members of the faculty by students?	98%	(296)	81%	(399)
6. Are part-time teachers accepted as professional members of the faculty by parents?	95%	(285)	77%	(384)

A larger percentage of superintendents employing women part-time teachers expressed affirmative opinions concerning the professionalism of part-time teachers on each of the six questions than did the non-employing superintendents. Although a large majority of non-employing superintendents reported that they believed part-time teachers would be accepted as professionals and would be professional in their attitudes, these majorities were not as large as those of the employing superintendents on each of the six questions (Table III-8).

It is difficult to compare the reasons given by the superintendents employing women part-time teachers for not employing additional part-time teachers with the reasons given by the other group of superintendents for not employing any such teachers, because only one-fourth of the employing superintendents stated that they had reasons for not employing additional part-time teachers, whereas almost all of the non-employing superintendents gave specific reasons for not using part-time teachers (Tables III-2 and III-3). However, it can be stated that the reason given most frequently by both groups of superintendents was that there was no need to employ additional, or any, part-time teachers.

We conclude, therefore, that the superintendents who employ part-time teachers consider commonly held objections to the use of such teachers to be of much lesser significance than do the superintendents who do not employ part-time teachers. Whether the employing superintendents held such favorable opinions concerning the effectiveness of part-time teachers before they employed any such teachers was not determined by this study. However, their present views are based on actual experience with women part-time teachers. They contrast decidedly with the opinions of those superintendents who do not employ women part-time teachers.

Chapter Four: Future Demand for Qualified Women as Part-Time Teachers

In the preceding chapters, we have shown the extent to which women are currently employed as part-time teachers and the nature of their duties. We have considered some of the issues and obstacles faced in their use and some of the reasons why districts do not now employ them. However, in spite of such problems, a demand exists for additional women as part-time teachers. In this chapter, data with respect to this demand are presented for districts which do and do not now employ teachers on a part-time basis.

In one part of the questionnaire, the school superintendents were informed of the expectation that, as a result of the efforts of the recently formed organization known as Catalyst, a significant number of well-qualified women eligible for regular teaching certificates will be seeking positions as public school teachers, many of them on a part-time basis. Each superintendent was asked to state how many of such part-time teachers he might be willing to employ and in what ways.

Demand in Districts Now Employing Women as Part-Time Teachers

Among the 300 superintendents now employing women part-time teachers, 227 (76 per cent) stated that they would be willing to employ more. With respect to specific purposes, 60 per cent are willing to employ additional women part-time to "secure special competencies for which a full-time teacher is not needed," and a similar percentage would be willing to employ part-time teachers to "secure special competencies which are not available among the existing group of full-time teachers." From 50 to 18 per cent of the superintendents reported favorably with respect to employing part-time teachers for each of eight other purposes (Table IV-1).

Table IV-1. Comparison of 300 Superintendents Now Employing Women Part-Time Teachers With 414 Superintendents Not Now Employing Such Teachers in Their Willingness to Employ Part-Time Teachers in the Future for Ten Specific Purposes.

Question If more qualified women were available for part-time teaching, would you employ women part-time to	Per Cent of Superintendents Now Employing Women Part-Time Teachers Who Said "Yes"	Per Cent of Superintendents Not Now Employing Women Part-Time Teachers Who Said "Yes"
1. Secure special competencies for which a full-time teacher is not needed?	60.3%	73.9%
2. Secure special competencies which are not available among the existing group of full-time teachers?	59.7	77.3
3. Help solve a teacher shortage?	50.0	59.7
4. Provide enriched learning experiences to supplement regular teaching?	48.0	71.7
5. Reduce "regular" teacher loads?	39.7	61.4
6. Free "regular" teachers for professional study?	30.0	48.1
7. Relieve teaching principals?	23.0	36.2
8. Free "regular" teachers for committee assignments?	20.3	46.4
9. Relieve department heads?	19.7	24.9
10. Relieve teaching supervisors?	17.7	23.7

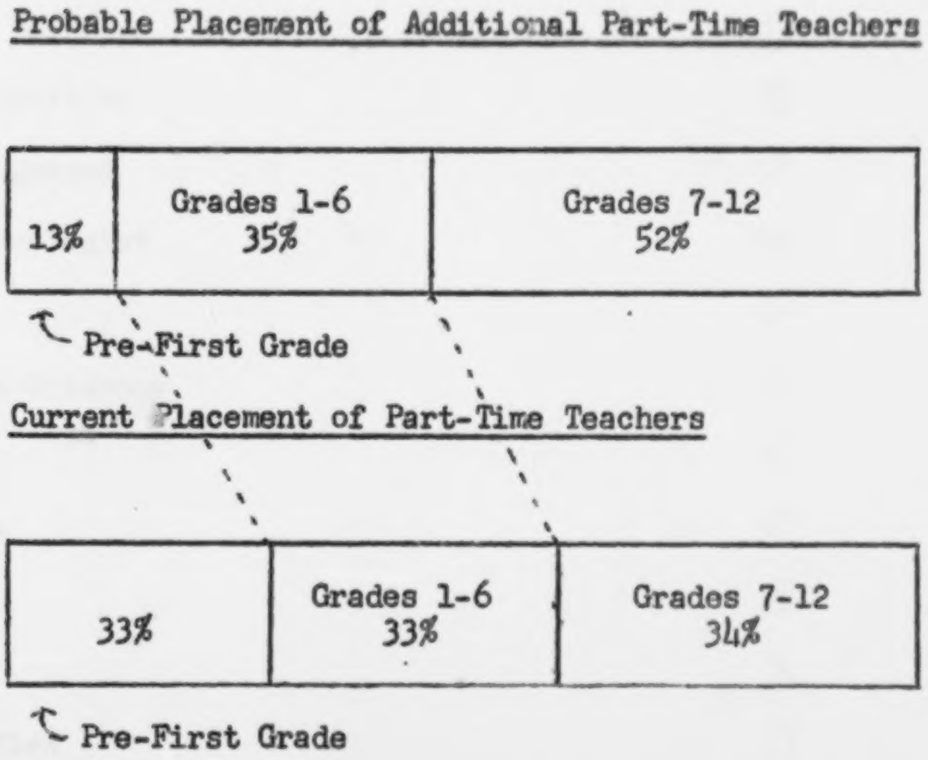
The actual number of additional women part-time teachers these superintendents are willing to employ is presented in Table IV-2. There it can be seen that 135 of the 300 school districts are prepared to employ from 1-5 additional part-time teachers, while 5 are prepared to employ over 50. In total, these 300 school districts are prepared to employ 2,236 women as part-time teachers, an average of approximately 7 per district.

Table IV-2. Attitude of Superintendents Now Employing Women Part-Time Teachers Toward Employing Additional Women Part-Time Teachers

Number of Additional Women Part-Time Teachers Superintendents Are Willing To Employ	Number of School Systems
0	73
1-5	135
6-10	47
11-20	30
21-50	10
over 50	5

Some insight into the grade level at which this demand exists is seen in Figure IV-1. Of the 2,236 opportunities, 293 (13 per cent) are at the pre-first grade level, 776 (35 per cent) in grades 1-6, and 1,167 (52 per cent) in grades 7-12 (Figure IV-1). This probable grade level placement of part-time teachers in the future contrasts decidedly with the grade level placement of those part-time teachers currently employed. If the intentions of the superintendents now employing part-time teachers are carried out, a much smaller percentage of part-time teachers will be found in pre-first grade classes than is presently the case; approximately the same percentage will be assigned to grade 1-6; and a much higher percentage will be assigned to grades 7-12.

Figure IV-1. Probable Grade Level Placement of 2,236 Additional Women Part-Time Teachers and Current Grade Level Placement of 1,861 Women Part-Time Teachers in School Systems Now Employing Women Part-Time Teachers



Within grades 1-6, the 776 positions are in 17 areas and although many (37 per cent) are expected to be teachers in self-contained classrooms, many others are in the special areas of remedial reading, librarian, special education and music (Table IV-3).

Table IV-3. Probable Assignment of 776 Additional Women Part-Time Teachers in Grades 1-6 in School Systems Now Employing Women Part-Time Teachers

Area	Number	Per Cent
Self-Contained Classrooms	286	37%
Remedial Reading	96	12
Librarian	85	11
Special Education	65	8
Music	43	6
Art	38	5
Physical Education	35	5
Foreign Languages	33	4
School Psychologist	21	3
Speech	20	3
Testing and Guidance	17	2
Sciences	12	2
Mathematics	10	1
Health	5	.6
English	4	.5
Social Studies	3	.4
Handwriting	3	.4

Within grades 7-12, the 1,167 opportunities are reported to exist in 19 areas, with the greatest proportion in remedial reading (12 per cent) and English (11 per cent) (Table IV-4).

Table IV-4. Probable Assignment of 1,167 Additional Women Part-Time Teachers in Grades 7-12 in School Systems Now Employing Women Part-Time Teachers

Area	Number	Per Cent
Remedial Reading	139	12%
English	132	11
Foreign Languages	116	10
Librarian	115	10
Special Education	99	8
Sciences	65	6
Music	58	5
Social Studies	55	5
Art	54	5
Physical Education	51	4
Mathematics	49	4
Home Economics	45	4
School Psychologist	45	4
Testing and Guidance	43	4
Speech	36	3
Driver Education	34	3
Vocational Subjects	16	1
Health	13	1
Handwriting	2	.2

Demand in Districts Not Now Employing Women as Part-Time Teachers

Among the 414 superintendents not now employing women part-time teachers, 298 (72 per cent) stated that they would be willing to employ women part-time teachers. With respect to ten specific purposes, 77 per cent are willing to employ women part-time to "secure special competencies which are not available among the existing group of full-time teachers," and 74 per cent are willing to employ part-time teachers to "secure special competencies for which a full-time teacher is not needed." In addition, 72 per cent of the school officials reported opportunities for women part-time teachers to "provide enriched learning experiences to supplement regular teaching," and 61 per cent reported part-time opportunities to "reduce 'regular' teacher loads." From 60 to 24 per cent reported opportunities with respect to each of six other areas (Table IV-1).

The actual number of women teachers that superintendents are willing to employ part-time is presented in Table IV-5. In 189 of the 414 school districts, opportunities are reported for from 1-5 teachers, while 6 districts are willing to employ over 50. In total, these 414 school districts are prepared to employ as many as 5,471 women as part-time teachers, an average of approximately 13 per district.

It is interesting that the two groups of superintendents are so similar in their willingness to employ additional numbers of part-time teachers in the future. Whereas 24 per cent of the employing superintendents do not intend to employ additional part-time teachers, 28 per cent of the non-employing superintendents do not intend to

Table IV-5. Attitude of Superintendents Not Now Employing Women Part-Time Teachers Toward Employing Women Part-Time Teachers in the Future

Number of Women Part-Time Teachers Superintendents Are Willing to Employ	Number of Schools Systems
0	116
1-5	189
6-10	55
11-20	24
21-50	24
over 50	6

employ any part-time teachers. Forty-five per cent of the employing superintendents plan to employ 1-5 additional part-time teachers in the future, whereas 46 per cent of the non-employing superintendents plan to employ that number. The percentages of superintendents in both groups willing to employ larger numbers of part-time teachers in the future are also comparable and may be seen in Table IV-6.

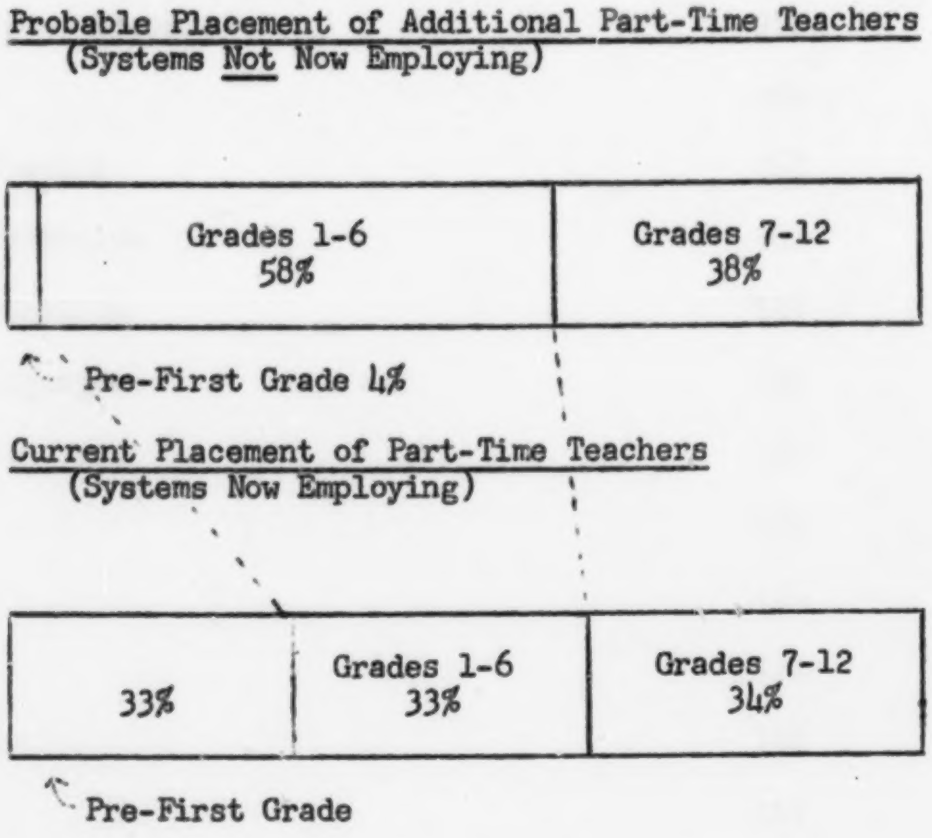
The grade levels at which superintendents not now employing women part-time teachers plan to employ part-time teachers in the future are reported in Figure IV-2. Only 241 (4 per cent) of these positions exist at the pre-first grade level, while 3,162 (58 per cent) and 2,068 (38 per cent) are at the grade levels of 1-6 and 7-12 respectively (Figure IV-2). Here again we see a significant difference between the grade level placement of part-time teachers currently employed and the grade level placement at which

Table IV-6. Comparison of Attitudes of Superintendents Now Employing Women Part-Time Teachers With Attitudes of Superintendents Not Now Employing Women Part-Time Teachers Toward Employing Women Part-Time Teachers in the Future

Number of Women Part-Time Teachers Superintendents Are Willing to Employ	Percentage of School Systems	
	Employing Superintendents	Non-Employing Superintendents
0	24	28
1-5	45	46
6-10	16	13
11-20	10	6
21-50	3	6
over 50	2	1
	100% = (300)	100% = (414)

superintendents anticipate a need in the future. If the intentions of the superintendents not now employing part-time teachers are carried out, there will be a much smaller percentage of part-time teachers assigned to pre-first grade classes; a much greater percentage of part-time teachers will be assigned to grades 1-6; and a slightly larger percentage will be in grades 7-12. The two groups of superintendents, both the users and the non-users, would like to assign much smaller percentages of part-time teachers employed in the future to pre-first grade classes, but whereas the superintendents now employing part-time teachers expect to employ

Figure IV-2. Probable Grade Level Placement of 5,471 Women Part-Time Teachers in School Systems Not Now Employing Women Part-Time Teachers and Current Grade Level Placement of 1,861 Women Part-Time Teachers



Probable Placement of Additional Part-Time Teachers
(Systems Not Now Employing)

Current Placement of Part-Time Teachers
(Systems Now Employing)

the greatest number of part-time teachers in grades 7-12, those superintendents not now employing part-time teachers expect to employ the greatest number in grades 1-6.

Within grades 1-6, the 3,162 positions in which superintendents not now employing part-time teachers intend to place part-time teachers in the future are in 18 areas. Although the largest ~~number~~ (30 per cent) are again in self-contained classrooms, many are in the areas of librarian (10 per cent), remedial reading (8 per cent) and physical education (8 per cent) (Table IV-7).

Table IV-7. Probable Assignment of 3,162 Women Part-Time Teachers in Grades 1-6 in School Systems Not Now Employing Women Part-Time Teachers

Area	Number	Per Cent
Self-Contained Classrooms	947	30%
Librarian	304	10
Remedial Reading	258	8
Physical Education	243	8
Special Education	169	5
Foreign Languages	164	5
Mathematics	135	4
Art	129	4
Music	124	4
Sciences	121	4
Handwriting	108	3
English	107	3
Health	105	3
Social Studies	93	3
Testing and Guidance	47	1
Speech	45	1
School Psychologist	38	1
Home Economics	25	1

Within grades 7-12, the 2,068 positions are in 19 areas, with English (14 per cent), remedial reading (10 per cent), librarian (9 per cent) and foreign languages (8 per cent) being those most frequently mentioned (Table IV-8).

Table IV-8. Probable Assignment of 2,068 Women Part-Time Teachers in Grades 7-12 in School Systems Not Now Employing Woman Part-Time Teachers

Area	Number	Per Cent
English	283	14%
Remedial Reading	216	10
Librarian	191	9
Foreign Languages	169	8
Vocational Subjects	143	7
Mathematics	141	7
Special Education	140	7
Sciences	134	6
Physical Education	108	5
Testing and Guidance	77	4
Driver Education	74	4
Music	68	3
Social Studies	67	3
School Psychologist	66	3
Art	65	3
Speech	60	3
Health	35	2
Home Economics	17	.8
Handwriting	14	.7

Superintendents' Suggestions Concerning Assignments of Part-Time Teachers

All of the superintendents in the sample were asked to describe ways in which they thought teachers could effectively be used part-time. Many of them mentioned team teaching as the kind of administrative arrangement into which part-time teachers easily fit. Many others stated that they believed more part-time teachers could be used to teach kindergarten classes.

Others stated that part-time teachers could be effective in enriching the instructional program. For example, several superintendents suggested that part-time teachers could be used to improve and extend instruction in the area of fine arts. Others mentioned speech therapy as an assignment suitable for part-time instructors and one often neglected by many schools because full-time specialists are unavailable. Many schools are unable to offer an adequate foreign language program in both elementary and secondary schools due to the lack of qualified instructors, and many superintendents mentioned the possibility of meeting this problem by employing on a part-time basis women competent to teach foreign languages. Several superintendents suggested the possibility of using part-time instructors to teach specialized or advanced subjects for which the demand is small. A Texas superintendent stated: "Our best or most likely areas for part-time teachers would be in the subjects we have difficulty finding combination teachers to handle, such as mechanical drawing, art and foreign languages."

Many assignments in the field of remedial work were suggested by administrators as suitable for part-time teachers. It was suggested that part-time teachers could provide individualized and small group instruction for children having difficulty with reading and arithmetic. Part-time teachers could be effective in providing the extra instruction and attention needed by the disadvantaged child.

A considerable number of superintendents mentioned the possibility of using part-time instructors to direct extra-curricular programs in athletics, drama, art and music. Some suggested that summer school teaching might be an appropriate assignment for a person wishing to teach part-time. Adult education was another area frequently mentioned.

A Kansas superintendent suggested that part-time teachers could be helpful in assisting new teachers and getting them off to good starts.

A California superintendent stated, "There is no reason why two part-time teachers couldn't handle a full assignment satisfactorily."

Many superintendents spoke of the value of employing part-time teachers in order to enable full-time teachers to assume additional professional responsibilities outside the classroom. If a part-time teacher could take over a full-time instructor's teaching responsibilities for part of the week, it would free the full-time instructor for such assignments as curriculum planning and research, parent-teacher and student-teacher conferences, attendance at professional meetings and workshops, observation and assistance to new teachers, and observation of master teachers.

Summary

In this chapter, it has been shown that a large majority of superintendents now employing part-time teachers would be willing to employ additional part-time teachers and that they would be willing to employ an additional 2,236 part-time teachers, thus increasing the total number of part-time teachers in their employ by over 100 per cent. A large majority of superintendents not now employing women part-time teachers would be willing to employ part-time teachers in the future and they would be willing to employ a total of 5,471 part-time teachers.

The superintendents expressed a willingness to assign a large proportion of the part-time teachers employed in the future to elementary and secondary school classrooms. They expect to assign a much smaller proportion of part-time teachers to pre-first grade classes than has been the practice in the past. The superintendents expect to place part-time teachers in charge of self-contained elementary school classrooms and they expect that part-time teachers will be teaching most of the subjects taught in elementary and secondary schools. Such specialists as speech therapists and school psychologists will also be needed on a part-time basis.

In general, it can be concluded that the responding superintendents look favorably on the idea of using part-time teachers in the future.

Chapter Five: Opinions and Practices in School Districts of Different Size and Socio-Economic Status

In the previous chapters, the major comparisons made have been between those school systems employing women part-time teachers and those not employing them. In this chapter, we shall be making comparisons of a different type: among groups of school systems of differing size and socio-economic status.

It will be remembered from Chapter One that in selecting a sample of school systems for study, we stratified all school districts containing 300 pupils or more into three categories: small (300 to 2,999 pupils), medium (3,000 to 11,999 pupils) and large (more than 12,000 pupils). In this chapter, the data will be examined in terms of these three size categories. School districts will be further classified into "high" or "low" socio-economic status categories (hereafter referred to as SES). A few words are therefore appropriate to describe the method used to estimate the SES of residents of the school districts.

The responding official in each school district was asked to estimate the per cent of the male adults living within the boundaries of his school system who:

1. are college graduates
2. are not high school graduates
3. have professional, managerial or scientific occupations
4. have unskilled or semi-skilled occupations
5. earn an income of $10,000 or more per year
6. earn an income of less than $5,000 per year

Of the 714 school officials participating in the survey, 459 provided estimated answers to these questions. The replies of these 459 school officials were then subjected to the statistical procedure of principal-components analysis, and a single school district SES score was computed from the six weighted estimates for each of the 459 districts.[1] Then, within each of the three categories of school district size (large, medium and small), the districts were divided in half into a "high SES group" and a "low SES group."

Table V-1 shows the number of school districts assigned to each of the six size-SES categories by the components analysis process as well as the average reports of the school officials to each of the six indices of school district SES. It can be seen that within the 65 large school districts classified as being of high SES, the average report of the school officials was that 23 per cent of the male adults are of "low education" (that is, not high school graduates), whereas within those 65 districts of low SES, the average was 41 per cent. The similar percentages within the medium school districts are 17 and 39 per cent for the high and low SES groups respectively, whereas in the small districts they are 18 and 33 per cent.

A more detailed examination of Table V-1 reveals similar differences on each of the other five indices of school district SES,

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[1] The reader unfamiliar with the technique of principal-components analysis is referred to a basic text in multivariate statistical analysis. See, for example, William W. Cooley and Paul R. Lohnes, Multivariate Procedures for the Behavioral Sciences (New York: John Wiley, 1962), pp. 151-161.

Table V-1. Average Per Cent of Adult Males on Each of Six Indices of School District Socio-Economic Status (SES) for 459 School Districts of Differing Size and Estimated SES

Size of School District	Estimated SES	Number of School Districts	Index of School District SES*					
			Education		Occupation		Income	
			Low	High	Low	High	Low	High
Large (more than 12,000 pupils)	High	65	23%	31%	29%	34%	20%	26%
	Low	65	41%	12%	48%	16%	46%	11%
Medium (3,000 to 11,999 pupils)	High	79	17%	30%	30%	36%	18%	31%
	Low	79	39%	10%	57%	12%	48%	7%
Small (300 to 2,999 pupils)	High	86	18%	18%	36%	24%	27%	17%
	Low	85	33%	6%	67%	7%	55%	4%

*Key: Education---High: The per cent of male adults living within the school system boundaries who are college graduates.

Education----Low: The per cent of male adults living within the school system boundaries who are not high school graduates.

Occupation--High: The per cent of male adults living within the school system boundaries who have professional, managerial or scientific occupations.

Occupation---Low: The per cent of male adults living within the school system boundaries who have unskilled or semi-skilled occupations.

Income------High: The per cent of male adults living within the school system boundaries who earn an income of $10,000 or more per year.

Income-------Low: The per cent of male adults living within the school system boundaries who earn an income of less than $5,000 per year.

suggesting that the process of estimation used does in fact separate the 459 school districts into the two rough categories that were desired for purposes of further analysis.

Employment of Women Part-Time Teachers

Table V-2 shows that although 40 per cent of the school districts, regardless of size, employ women as part-time teachers, a greater percentage of the high SES school systems (than of those of low SES) employ women as part-time teachers. There it can be further noted that the largest percentage of districts employing women part-time teachers (57 per cent) is found among those of medium size and high in socio-economic status. The lowest percentage of districts employing women part-time teachers (24 per cent) is found among those of medium size in the low socio-economic group. In both the group composed of large systems in communities of low socio-economic status and the group made up of small systems in communities of low socio-economic status, the percentage of systems employing women part-time teachers is also low, 36 and 37 per cent respectively (Table V-2).

Teacher Shortage

Within each of the three categories of size, a teacher shortage is more frequently reported by school systems of low SES than by those of high SES (Table V-3). Although it might be expected that part-time teachers would be likely to be employed more frequently in those school districts where a teacher shortage exists, the responses to the questionnaire show that this is not

Table V-2. Per Cent of School Districts Employing Women Part-Time Teachers, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District		
	Low	High	All
Large (12,000 or more)	36%	44%	40%
Medium (3,000 to 11,999)	24%	57%	40%
Small (300 to 2,999)	37%	43%	40%

the case. In fact, the group which reports the greatest percentage of systems using part-time teachers, that composed of school districts of medium size and of high socio-economic status, is the group in which the smallest percentage of districts reported a teacher shortage (19 per cent). Conversely, the two groups that report the smallest percentages of systems using part-time teachers, those composed of large and medium-sized school districts of low socio-economic status, are the two groups where the greatest percentages of school systems report a teacher shortage (54 and 47 per cent).

Employment of Men as Part-Time Teachers

Although 14 per cent of the total number of responding school systems employ men part-time teachers, the percentages of systems using men part-time

Table V-3. Per Cent of School Systems in Which a Teacher Shortage Exists, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District		
	Low	High	All
Large (12,000 or more)	54%	39%	47%
Medium (3,000 to 11,999)	47%	19%	33%
Small (300 to 2,999)	43%	36%	40%

teachers among the six sub-groups range from 9 per cent, in each of the two sub-groups composed of medium-sized schools, to 19 per cent, in the sub-group composed of large school districts of low socio-economic status (Table V-4). The two groups composed of large school systems use a higher proportion of men part-time teachers (19 per cent) than do the medium-sized systems (9 per cent) or the small systems (14 per cent).

Porportion of Teaching Staff That is Part-Time

Among school systems employing women part-time teachers, the size of the school system is apparently an important determinant in the percentage of the entire teaching staff that is composed of women part-time teachers. In comparing the six sub-groups, it can be seen

Table V-4. Per Cent of School Districts Employing Men Part-Time Teachers, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District		
	Low	High	All
Large (12,000 or more)	19%	18%	19%
Medium (3,000 to 11,999)	9%	9%	9%
Small (300 to 2,999)	10%	17%	14%

that in each of the two types of large systems, one per cent of the entire teaching staff is composed of women part-time teachers. In each of the two types of medium-sized systems, two per cent of the staff is part-time. In the two types of small systems, the percentage of total staff that is part-time is considerably higher: five per cent (Table V-5).

Assignments of Women Part-Time Teachers by Grade Level

Although approximately equal numbers of the total number of women part-time teachers employed by the school districts responding to the questionnaire are teaching in each of the three levels (pre-first grade, grades 1-6 and grades 7-12), there is a considerable variation in this pattern among the six sub-groups. In the large school systems, more part-time teachers are employed in pre-first grade classes than in

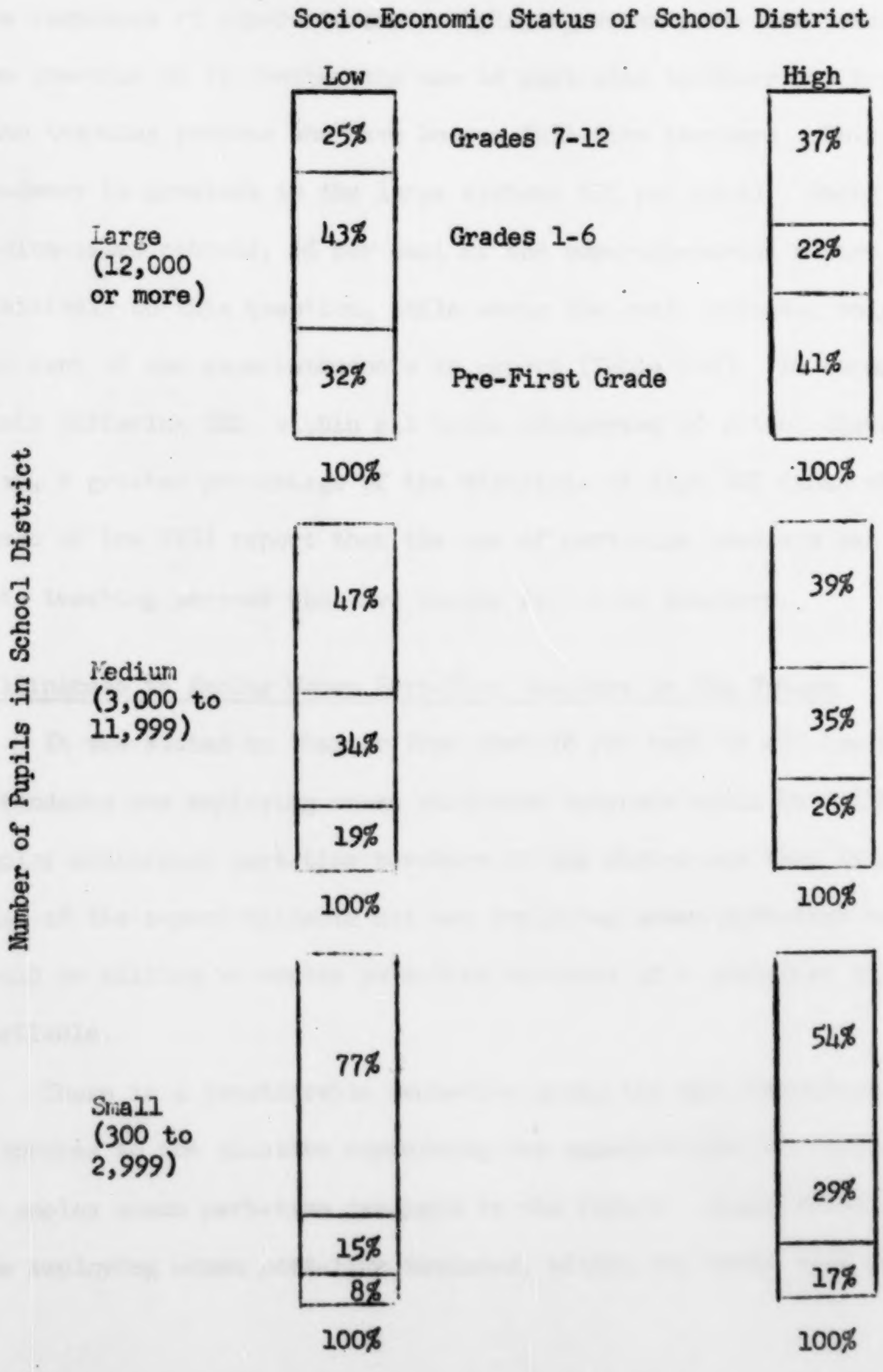
Table V-5. Per Cent of Teaching Staff Composed of Women Part-Time Teachers Among Systems Employing Women Part-Time Teachers, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District: Low	High	All
Large (12,000 or more)	1%	1%	1%
Medium (3,000 to 11,999)	2%	2%	2%
Small (300 to 2,999)	5%	5%	5%

either of the other two levels. In the medium-sized systems, the highest percentage of part-time teachers is found in grades 7-12 and the smallest percentage is found in pre-first grade classes. In the small systems, a very small proportion of part-time teachers is employed in pre-first grade classes, a larger proportion is employed in grades 1-6 and a much larger proportion is assigned to grades 7-12 (Figure V-1).

Whether a school district is classified as being either of high or low SES appears to make some difference also. Although within the small and medium-sized districts a greater percentage of women part-time teachers is assigned to grades 7-12 in the low than in the high SES

Figure V-1. Percentage Distribution of the Grade Level at Which Women Part-Time Teachers are Currently Employed, by Size and Socio-Economic Status of the District



districts, within the large districts the tendency is reversed (Figure V-1).

Tendency of Part-Time Teachers to Become Full-Time Teachers

Some significant variations among the six sub-groups show up in the responses of superintendents employing women part-time teachers to the question as to whether the use of part-time teachers has brought into teaching persons who have become full-time teachers. This tendency is greatest in the large systems (75 per cent). Among the medium-sized schools, 65 per cent of the superintendents report positively on this question, while among the small schools, only 52 per cent of the superintendents so report (Table V-6). In terms of their differing SES, within all three categories of school district size, a greater percentage of the districts of high SES (than of those of low SES) report that the use of part-time teachers has brought into teaching persons who have become full-time teachers.

Willingness to Employ Women Part-Time Teachers in the Future

It was stated in Chapter Four that 76 per cent of all the superintendents now employing women part-time teachers would be willing to employ additional part-time teachers in the future and that 72 per cent of the superintendents not now employing women part-time teachers would be willing to employ part-time teachers if a qualified supply is available.

There is a considerable variation among the six sub-groups in the responses to the question concerning the superintendents' willingness to employ women part-time teachers in the future. Among those districts now employing women part-time teachers, within all three size categories

Table V-6. Per Cent of Superintendents Employing Part-Time Teachers Reporting That the Use of Part-Time Teachers Has Brought Into Teaching Persons Who Have Become Full-Time Teachers, by Size and Socio-Economic Status of the District

	Socio-Economic Status of School District		
Number of Pupils in School District	Low	High	All
Large (12,000 or more)	65%	81%	75%
Medium (3,000 to 11,999)	63%	66%	65%
Small (300 to 2,999)	50%	54%	52%

a greater percentage of superintendents in districts of high SES (than in those of low SES) indicate a willingness to employ additional part-time teachers. The sub-group composed of small communities of high socio-economic status reflects the greatest willingness to employ women part-time teachers (93 per cent), while the sub-group composed of medium-sized communities of low socio-economic status contains the lowest percentage of superintendents ready to employ part-time teachers (65 per cent). The small systems expressed a greater willingness to employ part-time teachers (91 per cent) than did the medium-sized (75 per cent) or the large (83 per cent) school systems. (Table V-7).

Table V-7. Per Cent of Superintendents Now Employing Women Part-Time Teachers Willing to Employ Additional Part-Time Teachers, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District		
	Low	High	All
Large (12,000 or more)	77%	88%	83%
Medium (3,000 to 11,999)	65%	80%	75%
Small (300 to 2,999)	88%	93%	91%

Among those school districts not now employing women part-time teachers, the small districts again evidenced a greater willingness to employ part-time teachers (91 per cent) than did medium-sized (80 per cent) or large (72 per cent) school systems (Table V-8). The sub-group composed of small communities of low socio-economic status indicated the greatest readiness to employ part-time teachers (95 per cent). The sub-group composed of large communities of low socio-economic status contained the lowest percentage of superintendents willing to employ part-time teachers (70 per cent). However, in contrast with Table V-7, within the small and medium-sized districts it is those districts of low SES which most frequently express a willingness to employ women as part-time teachers in the future.

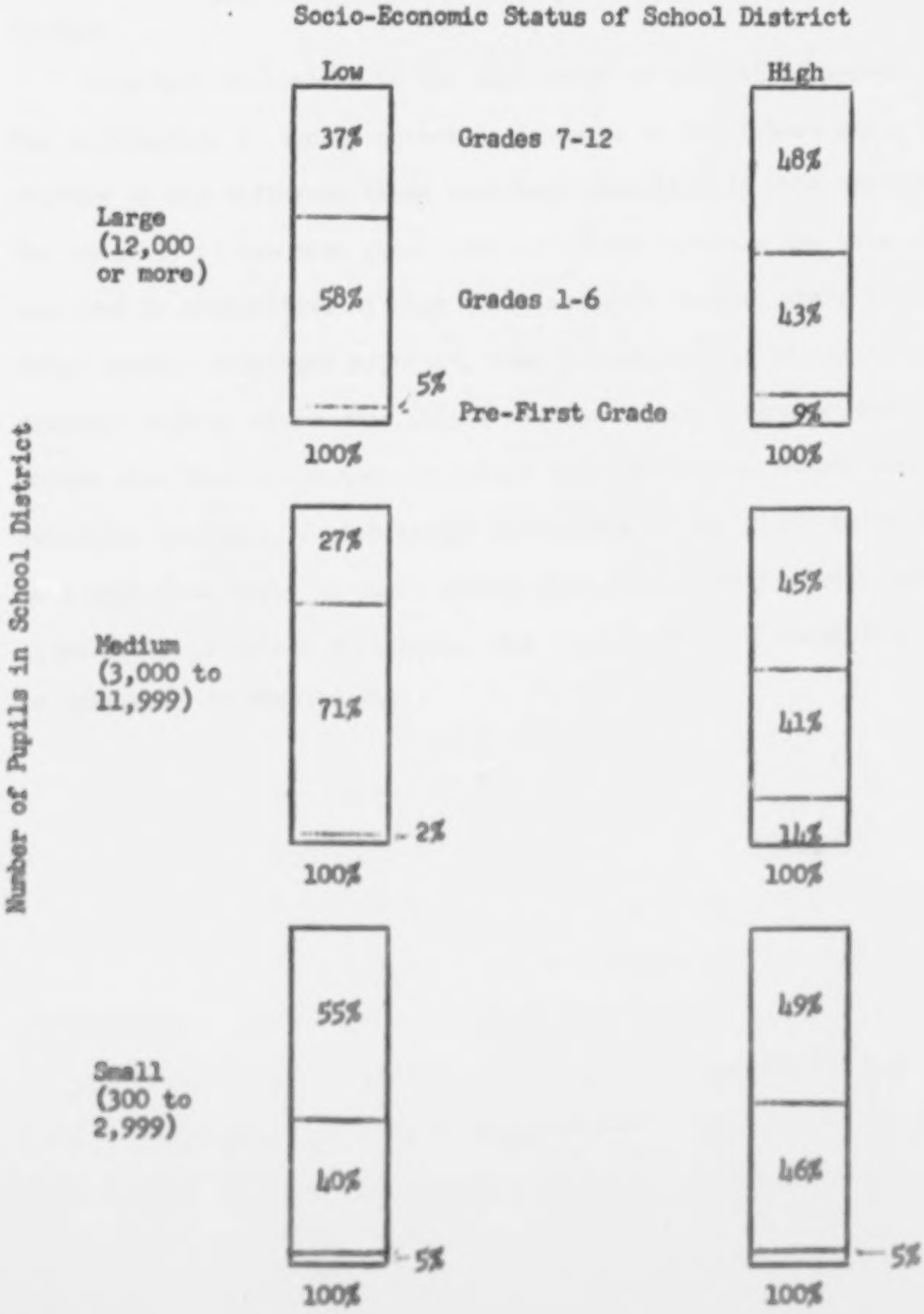
Table V-8. Per Cent of Superintendents Not Now Employing Women Part-Time Teachers Willing to Employ Part-Time Teachers in the Future, by Size and Socio-Economic Status of the District

Number of Pupils in School District	Socio-Economic Status of School District		
	Low	High	All
Large (12,000 or more)	70%	75%	72%
Medium (3,000 to 11,999)	82%	78%	80%
Small (300 to 2,999)	95%	87%	91%

Likely Placement of Women Part-Time Teachers by Grade Level

Earlier in this chapter, figures based on the six sub-groups were presented to indicate the grade levels to which women part-time teachers currently employed are assigned. Some important differences become evident when the proportions of part-time teachers now assigned to each of the three grade levels is compared to the probable placement of those part-time teachers that superintendents would be willing to employ in the future. A much smaller proportion of the new part-time teachers would be assigned to pre-first grade classes and larger

Figure V-2. Percentage Distribution of the Grade Level at Which Women Part-Time Teachers are Likely to be Hired in the Future, by Size and Socio-Economic Status of the District



proportions would be assigned to grades 1-6 and grades 7-12. This is true for each of the six sub-groups, as is seen by comparing Figures V-1 and V-2.

Summary

Important variations in the employment of part-time teachers and the willingness to employ part-time teachers in the future among school systems of six different kinds have been described in this chapter. For example, it has been shown that part-time teachers are more often employed in communities of high socio-economic status, where there are fewer teacher shortages reported, than in communities of low socio-economic status, where more school systems report a teacher shortage. It has also been shown that in school systems that do employ women part-time teachers, a much larger percentage of the staff is employed on a part-time basis in small school districts than in either medium-sized or large school districts. The implications of these findings will be discussed in Chapter Six.

Chapter Six: Summary and Implications

The purpose of this study was to determine the extent of employment of part-time women teachers in the public schools and the nature of their teaching assignments. Superintendents (both those currently employing and those not employing part-time women staff members) were asked to evaluate the effectiveness of such teachers and whether they would or would not employ them in the future.

This final chapter summarizes the results of the study and then discusses the implications of the findings with special attention to their relevance to such persons and agencies as school administrators, school boards, state departments of education, state legislators, college-educated women and our fellow researchers.

Major Findings

A. Extent of Employment:

Forty-two per cent of the 714 school systems replying to the questionnaire employ women part-time teachers (Table II-1). Although a large majority of these school systems employ only a few part-time teachers, 41 report more than 10 such women on their staffs (Table II-2). Most of the women part-time teachers employed are certified or certifiable teachers, many of whom formerly taught on a full-time schedule.

An important finding shows that part-time teachers are more often employed in communities of high socio-economic status where there are fewer teacher shortages than in communities of low socio-economic status which are more often burdened with teacher shortages.[1]

There is considerable variation in the use of part-time teachers among different sections of the country. A majority of school systems in midwestern and western states employ part-time women teachers, whereas in the northeastern areas, only 39 per cent of the school systems sampled employ them, and in the southern states, the figure drops to 23 per cent (Figure II-1).[2]

B. Assignments of Women Part-Time Teachers:

The number of women part-time teachers employed is divided approximately equally between pre-first grade classes, elementary school classes and secondary school classes. Most of the women part-time teachers at the pre-first grade level are teaching half-day kindergarten classes (Figure II-2). When it is considered that there are approximately six times as many pupils both in elementary school classes (grades 1-6) and in secondary school classes (grades 7-12) as in kindergarten, the number of part-time women employed as pre-first grade teachers becomes even more striking. However, many women part-time teachers are in charge of elementary school classrooms and many others are serving as specialists in the elementary school, principally as librarians, music teachers and remedial reading teachers. In grades 7-12, the greatest number of women part-time teachers are instructors of foreign languages, English and social studies (Table II-4).

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[1] This situation may reflect the concern for education found among higher income groups who may reduce the size of classes or bring in "extras" by hiring part-time teachers. Further analysis would be needed to determine whether such factors as budgetary problems, indifferent school boards or fewer qualified applicants restrict the use of part-time staff in the lower income school communities.

[2] An analysis of this discrepancy might be fruitful and help decipher the motivation and problems of both the employing school administrators and the teacher applicants. The concentration of concerned educated women in certain geographical regions and local attitudes towards working middle-class women are among the subjects that might be explored.

A large majority of part-time teachers accept such professional responsibilities outside the classroom as joining professional organizations and participating in in-service training. Many part-time teachers are assigned such extra-curricular duties as the supervision of lunchrooms, corridors and school clubs (Chapter Two, page 24).

C. Opinions of School Administrators Concerning the Effectiveness of Part-Time Teachers:

Many superintendents now employing women part-time teachers are enthusiastic about the job they do. Several mention the valuable contribution that can be made to a school system by persons with special talents regardless of whether they work full-time or not. Others cite the efficiency of employing part-time teachers to handle extra classes, rather than overburdening the regular staff or hiring an unneeded full-time teacher. Some superintendents report that employing part-time teachers enables their school to offer specialized courses that had not heretofore been included in the curriculum.

There are also many superintendents who state, or imply, that they employ part-time teachers only because qualified full-time teachers are unavailable. Such a position is further evidenced by a large number of administrators who give as their reason for not employing more part-time teachers the fact that there is no need for such staff members.

Very few specific objections to the use of part-time teachers were reported by superintendents now employing them. Responding to ten questions suggesting possible criticisms of part-time teachers, a majority of these superintendents stated that each of these criticisms was not valid in terms of their experience (Table III-1). The objection to the use of part-time teachers that was considered a genuine one by the greatest number of these same superintendents concerned scheduling: 35 per cent of them stated that part-time teachers made scheduling more difficult.

The contrast between superintendents now employing part-time teachers and superintendents not now employing them, in their opinions concerning these commonly held objections to the use of part-time teachers, is a decided one. Many more superintendents who do not employ part-time teachers than those who do believe that part-time teachers cause scheduling problems, have a higher rate of absenteeism, weaken professional organization and stimulate requests for employment from unqualified persons (Table III-7). Also, a much larger percentage of superintendents employing women part-time teachers expressed affirmative opinions concerning the professionalism of part-time teachers than did the superintendents not employing them (Table III-8). It is evident, therefore, that many of the difficulties thought to accompany the use of women part-time teachers many be erroneously assumed by those superintendents who have not employed them, for most of the "difficulties" are considered insignificant by those superintendents experienced in employing part-time teachers.

The superintendents not employing women part-time teachers were asked why they were not doing so. The largest number of administrators gave as their reason the fact that there was "no need" for part-time teachers. A sizable number of superintendents stated that certification problems kept them from employing part-time teachers, implying that they would like to employ as part-time teachers persons with different qualifications than those of full-time teachers. Many superintendents stated that no qualified applicants were available for part-time assignments and others stated that they could not afford to employ part-time teachers because of state aid restrictions. Noteworthy is the fact that only 3 per cent reported that the reason they did not employ part-time teachers was because of previous unsatisfactory experience with such teachers (Table III-3).

D. Future Use of Part-Time Teachers:

In spite of the less favorable opinion of part-time teachers held by superintendents not employing them, a large majority (72 per cent) of this group of superintendents would like to employ them in the future. Among superintendents now employing women part-time teachers, 76 per cent intend to employ additional part-time teachers in the future. This future demand averages to approximately 7 part-time teachers in each district now employing women part-time teachers and 13 part-time teachers in each district not now employing them.

Part-time teachers employed in the future are likely to be distributed differently among the several grades than those presently employed. In school systems now using women part-time teachers, the majority employed in the future will probably be assigned to grades 7-12 (Figure IV-1). In those systems that do not yet use part-time teachers, the majority will probably be directed to grades 1-6 (Figure IV-2).

Both groups of superintendents expect to assign only small percentages of part-time teachers to pre-first grade classes.[3]

Within grades 1-6, the largest numbers of part-time teachers are likely to be employed as teachers in self-contained classrooms, as remedial reading specialists and as librarians (Tables IV-3 and IV-7). Within grades 7-12, the greatest number will probably be hired as remedial reading specialists, librarians and teachers of English and foreign languages (Tables IV-4 and IV-8).

Differing reasons were given by superintendents for wanting to employ women part-time teachers in the future (Table IV-1). Many administrators want to secure special competencies for which a full-time teacher is not needed or they wish to add special teaching skills not available among the existing full-time staff. Other superintendents stated that they intend to employ part-time teachers in order to alleviate the teacher shortage. Many hope to use part-time staff to provide enriched learning experiences to supplement the regular curriculum. Among the other reasons given for employing women part-time teachers in the futur was to reduce the teaching loads of full-time teachers.

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[3] This projected change in the grade level distribution of part-time teachers is perhaps due to the fact that currently, when relatively few part-time teachers are employed, the easiest place to assign them is to half-day kindergarten sessions; whereas in the future, as the practice of using part-time teachers becomes more common, superintendents will be willing to use them in many other assignments.

However, federal legislation passed since the survey was made may make the demand for part-time teachers in pre-first grade classes greater than the superintendents anticipated. The Economic Opportunity Act provides support for a greatly increased number of programs of pre-school education for disadvantaged children and there may be a great demand for part-time as well as full-time teachers to staff these programs.

Implications for School Boards and Administrators

The results of this study have many implications for school boards and administrators charged with the responsibility for staffing the public schools in the years ahead. A common assumption, often expressed or implied by superintendents who do not now employ part-time teachers, is that one full-time teacher is better than two part-time teachers. This research establishes no evidence to support such an assumption if by "better" is meant "of superior ability." On this basis then, all school administrators should be encouraged to explore more fully the possibility that the "pool" of women currently and potentially available to serve as part-time teachers is a source of teachers of high ability.

Secondly, the claim that part-time teachers present more administrative difficulties than their full-time colleagues is another aspect of the "one teacher is better than two" assumption. This opinion was expressed by both superintendents who do and who do not now employ women as part-time teachers, but more frequently by the latter. One of the administrative difficulties often mentioned was that of scheduling. Since so many superintendents who employ women part-time teachers, in both small and large schools, report experiencing no scheduling difficulties, the methods they use to minimize scheduling difficulties need to be examined. In addition to exploring the possibilities that whatever administrative difficulties that do exist are more than compensated for by superior performance, superintendents may want to explore the possibility that such emerging forms of instructional organization as "team teaching," "departmentalized teaching," "large group instruction," and "contract correcting" may also overcome some of the previous administrative problems associated with part-time teachers.

To further bolster the "one teacher is better than two" argument, a third assumption is often made that young children cannot adjust well to more than one teacher. This too may need to be examined critically, for not every child learns best from the same teacher. It may well be that the exposure of young children to several teachers increases rather than decreases the probability that each child will develop a favorable instructional relationship with some teacher each year.

Fourthly, part-time teachers are assumed to compare unfavorably with full-time colleagues in their willingness to supervise extra-curricular activities or in meeting their professional responsibilities outside the classroom. Our research indicates that a large majority of part-time teachers do attend faculty meetings, serve on faculty committees and participate in professional organizations. Many also perform such non-teaching duties as supervision of lunchrooms, corridors and extra-curricular activities. Administrators might well explore the manner in which the responsibilities of part-time teachers are defined by those superintendents who have successfully integrated part-time teachers on their staffs. As one Wisconsin superintendent pointed out, "There are certain problems that arise in connection with part-time teachers, such as their attendance at in-service meetings. However, if these things are specified when the part-time teacher is employed, the problem is less apt to be serious."

Lastly, there is the assumption that a person who works part-time is somehow less professional than one who works full-time. In this study, the term "part-time teacher" refers to a fully certified teacher who is employed less than full-time. There are many superintendents, however, who confuse part-time teachers with teacher aides or other persons possessing fewer professional qualifications than teachers. There are many superintendents and teachers who equate the word "professional" with "full-time." It would be interesting to study why this attitude is prevalent in the teaching profession when it is not common in such other professions as law and medicine.

Implications for State Departments of Education and State Legislatures

State departments of education and state legislatures will be interested to learn that this study reports there is much wider use of part-time teachers in midwestern and western states than in northeastern and southern states. There seem to be no reasons to account for the comparatively small number of part-time teachers employed in the Northeast except for custom and tradition. However, there are certain policies and laws operative in several southern states that discourage the use of part-time teachers and contribute to the fact that only 23 per cent of the school districts in the South employ part-time teachers. Most of these regulations make it impossible for cities and towns to use state financial aid for the salaries of part-time teachers. Only more research will disclose whether these policies were developed explicitly to exclude part-time teachers or whether they were the unplanned consequence of some other intention. It would also be of interest to know if the legislatures and the departments of education in these states believe that such policies are in the best interest of education today in view of the pressing need for teachers of high ability.

There seems to be little awareness among state departments of education concerning the actual use or the possibility of future use of part-time teachers. For example, the supervisor of teacher education in the department of education of a state in which 4 of the 23 school districts surveyed employ part-time teachers stated, "To my knowledge, there are no part-time teachers in this state." State departments of education and state legislatures might well study in detail the current practices and future possibilities in the use of part-time teachers in their states. One of the areas in which part-time teachers might make an important contribution is in the effort to improve the educational opportunities offered to disadvantaged children, for the personnel needs in this area are likely to increase greatly in the years immediately ahead.

Implications for Women

Since, as this study has established, school officials employ part-time teachers now and intend to employ a considerably greater number in the future, they will be searching for well-qualified applicants. Many of these college graduates will be experienced teachers, women who once taught full-time but who are now able to accept only part-time assignments. Many others will be college graduates who did not prepare for teaching while in college but who are willing to secure the additional preparation needed to teach in the public schools. This study has demonstrated that the part-time teacher will probably need to be even better prepared and better qualified than her full-time equivalent in order to convince school authorities that her talents are worth whatever inconvenience, real or imagined, employing a part-time staff member occasions. The mature woman returning to teaching after a long absence must be certain that her knowledge is up to date. The woman who has not taught before must be sure to secure the preparation needed for the field in which she plans to teach.

Implications for Researchers

The present study has left untouched many aspects of the subject of the suitability of part-time teachers in the public schools and it has uncovered many areas for further research on this topic. Some areas for further research have already been touched upon in this summary. There are many more.

For example, the present study concerned itself only with the attitudes of superintendents toward part-time teachers. It would be interesting to discover the attitudes of principals, who are usually directly responsible for the supervision of teachers. Whereas the study of superintendents is descriptive in nature, a study of principals' opinions of part-time teachers might be more analytic.

The opinions of full-time teachers who have worked with part-time teachers should be more closely explored. It would also be fruitful to interview part-time teachers themselves not only to document their background and motivation but also to learn what they consider to be the strengths and weaknesses of their role.

Are part-time teachers more suitable for some assignments than others? This important question needs an answer in depth and breadth. For example, many superintendents are reluctant to employ part-time teachers in the lower grades and yet it is actually not known if part-time teachers are less effective in the lower than in the upper grades.

It would be interesting to know if private and parochial schools utilize part-time teachers to a greater or lesser degree than public schools and what their experience has been. More research is also needed on the employment of part-time staff members by colleges and universities.

Information should be sought concerning the relationship between the number of part-time teachers on a school staff and their usefulness. For example, is there a limit to the proportion of staff that can be part-time before administrative problems become significant? Another important inquiry would concern the relationship of the size of the school to the percentage of part-time staff it can employ effectively. Are there proportionately greater problems associated with the use of part-time teachers in large schools than in small schools?

It would be helpful to know how many persons who are first employed on a part-time basis eventually become full-time teachers.

As we have seen, the most important single reason causing teachers to leave the profession is the assumption of home responsibilities after marriage or childbirth. There are many unanswered questions that cluster around this pattern. How many experienced teachers eventually teach again and where? How long is the average interval between leaving and returning? How well or ill prepared are they when they resume their former roles? Are former teachers deterred from teaching after childbirth because part-time positions are too seldom available? It might be possible to minimize this "talent loss" by encouraging former full-time teachers to return to the classroom rather quickly as part-time teachers and then later as full-time teachers.

In addition to the research that might be undertaken in connection with the present use of part-time teachers in the schools, there is much that might be studied in connection with experiments concerning the use of part-time teachers that might be initiated by school systems in cooperation with colleges and universities. It might be possible to include in some of these experiments a special preparation program designed for those persons intending to serve as part-time teachers. A new program permitting two experienced teachers to share one assignment was instituted in several school systems in the Boston area in the fall of 1965. It would be interesting to develop an experiment that would be a variation of the Partnership Teaching Program, whereby an experienced part-time teacher would share a full-time assignment with a new part-time teacher. Possibly the experienced teacher could provide much of the supervision needed by the new teacher.

The present study has shown that many schools are now employing part-time teachers, that many more are likely to do so in the future, that the employment of part-time teachers causes fewer problems than might be expected and that many questions remain unanswered in the assessment of the contribution that can be made by part-time teachers to the public schools. It is hoped that the findings of this study will stimulate increased interest, research and experimentation in this area in the years immediately ahead.

Appendix A: The Design of the Study

In this appendix the methods used to obtain and analyze questionnaire data from a national sample of school districts are described.

Designing a Questionnaire

In order to begin to explore some of the questions raised in Chapter One it was decided to prepare a questionnaire for mailing to a representative sample of public school districts in the United States. The actual content of this questionnaire was developed over a period of nine months and required the combined efforts of the project staff and a corps of consultants. Dr. Robert E. Herriott, then a member of the faculty of the Harvard University Graduate School of Education, first met with the project staff and suggested guidelines to be followed. The staff then prepared a Draft Questionnaire which was examined in detail by Dr. Herriott and by a Consultant Committee selected to be broadly representative of public school teachers and administrators, as well as of college professors of education. (See Appendix D for the membership of this committee).

The Draft Questionnaire was revised in the light of the results of these consultations and a nine-page Trial Questionnaire was prepared and mailed to the chief administrative officer of one school district (selected at random) in each of the 50 states (with the exception of Hawaii), and to ten additional superintendents in Maine who had expressed an interest in assisting the project staff. (See Appendix C for a list of the school districts participating in this trial). The

Trial Questionnaire was accompained by a letter from the project director which (a) explained the purpose of the study (b) requested completion and return of the document, and (c) requested suggestions and criticisms. Stamped self-addressed return envelopes accompanied each questionnaire.

The Trial Questionnaire was returned in useable form by 20 of the 49 districts in the national trial sample and by 9 of the 10 Maine districts. The project staff examined each returned questionnaire in detail and noted carefully all items which seemed to create any confusion. After this had been done the Consultant Committee again met to advise the project staff and the framework for the eventual questionnaire was developed.

The Final Questionnaire contained eight pages in booklet form. It consisted of nine sections and was designed in such a way that the respondent would first indicate if his district employed women as part-time teachers. On the basis of his answer, he was directed to only those sections of the questionnaire which were applicable to his district. (The entire Final Questionnaire is reproduced in Appendix B).

Selecting a Sample of School Districts

The budget of the project did not permit the participation of all school districts in the United States in the study. Therefore, concurrent with the development of the Final Questionnaire a national sample of school districts was selected. In making this selection the 12,318 school districts enrolling 300 pupils or more available through the records of the Research Division of the National Education Association were stratified according to whether they were small (300 to 2,999 pupils), medium (3,000 to 11,999 pupils), or large (more than 12,000 pupils), and we learned that in 1963 there were 9,830, 2,138, and 380 of these three types of districts respectively.

Given the fact that the Final Questionnaire was long and that it would be sent to individuals who are frequently burdened with requests for detailed information which they cannot always find the time to supply we estimated that it would be fortunate if 60 per cent of all questionnaires to be sent out would be returned in useable form. Since it was further estimated that for purposes of analysis data from approximately 250 school districts in each of the three size categories would be required, a decision was made to send the questionnaire to a sample containing all 380 school districts classified as large, 400 of those classified as medium, and 400 of those classified as small.

In drawing the sample we were assisted by the staff members of the Research Division of the National Education Association. From the sampling frame of school districts maintained by that Division on IBM cards, its staff selected a systematic random sample of school districts. These cards were then used to address envelopes for the several mailings (see below).

Mailing and Return of the Final Questionnaire

On April 30, 1964 the Final Questionnaire, along with a cover letter from the project director and a self-addressed stamped envelope was sent to the chief administrative officer of each of the 1,180 school districts selected to be in the study. On May 30, 1964 after 450 questionnaires (38 per cent) had been returned, a follow-up letter was sent to each of the 730 districts which had not yet responded. On June 16, 1964, after an additional 150 questionnaires (13 per cent of those originally sent out) had been received, a second follow-up letter along with a duplicate copy of the Final Questionnaire was sent to each of the 580 school districts which had still not responded. After receipt of the second follow-up letter an additional 114 school districts (10 per cent) completed and returned the questionnaire.

Table A-1. Number of Questionnaires Sent Out and Returned in Useable Form, According to School District Enrollment

School District Enrollment	Sent Out	Returned	Per Cent
Large (more than 12,000 pupils)	380	245	64
Medium (3,000 to 11,999 pupils)	400	228	57
Small (300 to 2,999 pupils)	400	241	60
All Districts	1,180	714	61

The 714 school districts which eventually returned the questionnaire in useable form represent 61 per cent of those 1,180 districts to which it had been sent. In Table A-1 a classification of these school districts according to the number of pupils they enroll has been presented. There it can be seen that the response rates were 64, 57 and 60 per cent for the large, medium, and small school districts respectively; figures remarkably close to the original estimates.

Editing and Processing of Returns

At the time the Final Questionnaire was being prepared, decisions were also being made as to how the replies could be efficiently recorded for purposes of tabulation. Pre-coded response alternatives were developed for all questions amenable to this type of abbreviated answer and all numerical information was requested in such a way that it could be punched into IBM cards and tabulated mechanically.

As the questionnaires were returned, they were read by members of the project staff and any unanticipated responses were noted and coded prior to the documents being passed on for key-punching. Then, under the direction of Mr. Albert Blood, the answers to all pre-coded and numerical questions were punched into cards and then verified via repunching. Once this had been accomplished the results were tabulated separately for school districts which reported that they do or do not employ women as part-time teachers.

Appendix B: The National Questionnaire

THE PART-TIME ASSIGNMENT OF WOMEN IN TEACHING

A RESEARCH STUDY

Sponsored by the

COOPERATIVE RESEARCH PROGRAM

U. S. OFFICE OF EDUCATION

and the

MAINE STATE DEPARTMENT OF EDUCATION

Project Number: 2024

Project Address: 184 State Street, Augusta, Maine

April, 1964

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. This questionnaire is a part of a study of WOMEN part-time teachers. It is being completed by a national sample of school superintendents who both do and do not now employ WOMEN as part-time teachers.

2. For the purposes of this questionnaire, part-time teachers are defined as follows:

   A. Teachers who have less than a full time assignment, but who have responsibility for planning, assigning, teaching and evaluating in a subject, grade, or field.
   B. Members of a "teaching team", provided they do not work full time, but otherwise have the usual responsibilities of full time teachers.

   NOTE: Teacher aides, "lay readers", and substitutes ARE NOT PART-TIME TEACHERS as defined here.

3. Some systems employ women part-time teachers while other systems do not. Given the above definition, does your system now employ any women part-time teachers? (Circle Yes or No) Yes No

   A. If your answer is No, please omit SECTIONS I and II. (Pages 1-3) and begin with SECTION III (Page 4).
   B. If your answer is Yes, please begin with SECTION I (Page 1) but omit SECTION III.
   C. Regardless of whether your system employs women part-time teachers please answer SECTIONS IV through X.

4. Please ANSWER ALL QUESTIONS except as indicated in 3. above. If you have doubts about questions which may be a matter of opinion, please indicate your best judgement with a "Yes" or "No" response. If you wish to indicate doubt, please do so in the margin after checking your response.

5. In all "Yes" or "No" questions please circle your response.

SECTION I. (To be filled out by only those superintendents who now employ WOMEN part-time teachers. All others go to SECTION III.)

A.	Pre-first Grade	Grades 1-6	Grades 7-12	Total
Number of pupils				
Number of full-time teachers				
Number of part-time WOMEN teachers				

B. Number of WOMEN part-time teachers and percent of full-time school week employed:

Percent Time	No. of Part-time Teachers
0- 20	
21- 40	
41- 60	
61- 80	
81-100	

C. How many WOMEN part-time teachers in grades 1-12 are teaching in the fields or subjects listed below? Count each teacher once only: in level or subject where most time is spent.

	Number of Teachers			Number of Teachers	
Field or Subject	Gr. 1-6	Gr. 7-12	Field or Subject	Gr. 1-6	Gr. 7-12
Librarian			Physical Education		
English			Health		
Social Studies			Music		
Mathematics			Art		
Sciences			Remedial Reading		
Foreign Languages			Speech		
Home Economics			Handwriting		
Industrial Arts			Special Education For Except. Child.		
Business Education	▨				
Vocational Subjects	▨		School Psychologist		
Driver Education	▨		Testing & Guidance		

D. Do WOMEN part-time teachers -- (Circle Yes or No.)

1. attend faculty meetings? Yes No
2. serve on faculty committees? Yes No
3. join professional organizations? Yes No
4. perform non-teaching duties (lunchroom or corridor "duty", etc.)? Yes No
5. supervise extra-curricular activities (club, dramatics, etc.)? Yes No
6. take part in in-service training? Yes No
7. have a higher rate of absenteeism than full-time teachers? Yes No
8. receive salaries based on regular salary schedules (pro-rated)? Yes No

SECTION II. (To be filled out by only those superintendents who now employ WOMEN part-time teachers. All others go to SECTION III.)

A. Does the time that part-time teachers are available pose any difficulty? In arranging school schedules, for example? Yes No

B. Are part-time teachers accepted as professional members of the faculty by full-time teachers? Yes No

C. Are part-time teachers viewed as fully qualified professional members of the faculty by students? Yes No

by parents? Yes No

D. Are part-time teachers professional in their attitudes toward pupils? Yes No

toward other teachers? Yes No

toward the school system? Yes No

E. Has the use of part-time teachers tended to weaken professional organization in terms of such things as salary negotiations? Yes No

F. Have you received many requests for part-time employment from unqualified persons who feel that teaching does not involve special preparation and competencies? Yes No

G. Do you assume any responsibility for providing pre-service training for college graduates interested in part-time teaching? Yes No
If "Yes" --

1. Is this training and/or study provided by the school system? Yes No

2. By a university? Yes No

3. Through a cooperative plan between the university and the school system? Yes No

4. Or in some other way? (If "Yes", please describe briefly; if "No", go to question "H".)

____

____

H. Does a teacher shortage exist in your system? Yes No

1. If so, has the use of part-time teachers helped to reduce it? Yes No

I. Do you view the use of part-time teachers as a means of reducing expenditures? Yes No

J. Has the use of part-time teachers brought into teaching persons who have become full-time teachers? Yes No

K. Have you employed as part-time teachers any of these general categories of WOMEN:

1. Teachers regularly certified or certifiable? Yes No

2. Mature women college graduates who did not prepare for teaching while in college but who have recently met certification requirements? Yes No

3. Women with special competencies, such as scientists and musicians, not regularly certifiable? Yes No

L. Are there special reasons why you are not employing more part-time teachers? Yes No
If "Yes", please state them.

____

____

____

SECTION III. (To be filled out by only those superintendents who do not employ WOMEN part-time. All others skip to SECTION IV.)

	Pre-first Grade	Grades 1-6	Grades 7-12	Total
Number of pupils in system				
Number of full-time teachers				

A. Do you believe the time that part-time teachers are available poses any difficulty in arranging school schedules, for example? Yes No

B. Would part-time teachers probably be accepted as professional members of the faculty by full-time teachers? Yes No

C. In your opinion, would part-time teachers be viewed as fully qualified professional members of the faculty by students? Yes No

by parents? Yes No

D. Do you think that part-time teachers would be professional in their attitudes toward pupils? Yes No

-- toward other teachers? Yes No

-- toward the school system? Yes No

E. Would you expect the rate of absenteeism of part-time teachers to be more than that of full-time teachers? Yes No

F. Do you believe the use of part-time teachers tends to weaken professional organization in terms of such things as salary negotiations? Yes No

G. Would you anticipate receiving many requests for employment from unqualified persons who felt that teaching does not involve special preparation and competencies? Yes No

H. Does a teacher shortage exist in your system? Yes No

1. If it does, do you believe the use of part-time teachers would help to reduce it? Yes No

I. Do you view the use of part-time teachers as a means of reducing expenditures? Yes No

J. If money were not a barrier and the need existed, would you be willing to employ these general categories of women as part-time teachers:

1. Teachers regularly certified or certifiable? Yes No

2. Mature women college graduates who did not prepare for teaching while in college but who have recently met certification requirements? Yes No

3. Women with special competencies, such as scientist and musicians, not regularly certifiable? Yes No

K. In your opinion, would the use of part-time teachers bring into teaching some persons who might later become full-time teachers? Yes No

L. Are the reasons why you do not now employ women part-time teachers --

1. Because none are available? Yes No
2. Because of certification problems? Yes No
3. Because you can't afford to? Yes No
4. Because of previous unsatisfactory experience with part-time teachers? Yes No
5. Because of principals' objections? Yes No
6. For other reasons? (Please list) Yes No

____

____

____

SECTION IV. (This and all remaining sections are to be filled out by all superintendents.)

A. If more qualified women were available for part-time teaching, would you employ women part-time to --

1. Relieve teaching principals? Yes No
2. Relieve teaching supervisors? Yes No
3. Relieve department heads? Yes No
4. Reduce "regular" teacher loads? Yes No
5. Help solve a teacher shortage? Yes No
6. Provide enriched learning experiences to supplement regular teaching? Yes No
7. Secure special competencies which are not available among the existing group of full-time teachers? Yes No
8. Secure special competencies for which a full-time teacher is not needed? Yes No
9. Free "regular" teachers for professional study? Yes No
   for committee assignments? Yes No
   for other job-related duties? Yes No
   List: ______________________________

   ____

B. In what other ways do you believe teachers could effectively be used part-time?

SECTION V. IT IS EXPECTED THAT, as a result of the effort of CATALYST, a significant number of well-qualified women eligible for regular teaching certificates will be desirous of becoming public school teachers, many of them on a part-time basis. If such a supply of part-time teachers becomes available, how many might your school system employ?

Might Employ	Check One
1- 5	
6-10	
11-20	
21-50	
over 50	

SECTION VI., If you react favorably to the idea of using more part-time WOMEN teachers, how many teachers in each of these categories would you be most likely to use if a qualified supply becomes available?

A. Pre-first grade?
B. Grades 1-6 (Do not include any specialists listed below)
C. Grades 7-12 (Itemize below)

Field or Subject	Number of Teachers		Field or Subject	Number of Teachers	
	Gr. 1-6	Gr. 7-12		Gr. 1-6	Gr. 7-12
Librarian			Physical Education		
English			Health		
Social Studies			Music		
Mathematics			Art		
Sciences			Remedial Reading		
Foreign Languages			Speech		
Home Economics			Handwriting		
Industrial Arts			Special Education For Except. Child.		
Business Education			School Psychologist		
Vocational Subjects			Testing & Guidance		
Driver Education					

SECTION VII. (AN APPENDIX for the not quite forgotten male)

The entire questionnaire up to this point has dealt with women part-time teachers. We should like, however, to have all superintendents answer the following question(s):

A. Do you employ any men as part-time teachers? Yes No

B. If "Yes", how many are being employed this year? ☐

SECTION VIII. ARE THERE ANY FURTHER COMMENTS you would like to make concerning the use of part-time teachers?

____

____

____

SECTION IX. GENERAL INFORMATION

A. The design of this study calls for the analysis of the data in term of two factors: (1) the size of the school system, and (2) the socio-economic status of the people living within its boundaries. We realize that although the size of a school system can be determined fairly accurately, the socio-economic status of a community is more difficult to define. We have chosen a method used by Professor Neal Gross of Harvard University. In his National Principalship Study conducted in 1960, Professor Gross asked 501 principals in 41 large city systems to estimate certain socio-economic characteristics of the adults in their districts. A sample of these estimates was later correlated with data from 1960 United States Census and found to be reliable for classifying school districts into rough categories.

Would you be willing to make similar estimates for your entire school system? We realize that in some instances you will only be able to approximate a requested percentage. However, please do not hesitate to guess, for even a rough estimate will be of help to us.

Of the MALE adults living within the boundaries of your school system, what percent --

1. are college graduates? %
2. are not high school graduates? %
3. have professional, managerial or scientific occupations? %
4. have unskilled or semi-skilled occupations? %
5. earn an income of $10,000 or more per year? %
6. earn an income of less than $5,000 per year? %

B. What was the per pupil operating expenditure for the 1962-63 school year? ☐

C. Have you devised any plans in the last ten years to alleviate teacher shortage and/or to make optimum use of teaching staff? Yes No

1. Team teaching or learning? Yes No
2. Use of teacher aides? Yes No
3. Educational television? Yes No
4. Language laboratories? Yes No
5. Ungraded schools? Yes No
6. Use of volunteers in such capacities as tutoring children and assisting teachers with clerical work? Yes No
7. Other (Please list) ____________________ Yes No

____

____

SECTION X. Name and Position of official completing questionnaire:

Name____________________ Position____________________

School System____________________

SECTION XI. Would you like to receive a copy of some of the results of the study? Yes No

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT PROFESSIONAL MATTER.

(Printed under Appropriation Number 8236)

United States Office of Education - Maine State Department of Education Cooperative Research Project 2024: THE PART TIME ASSIGNMENT OF WOMEN IN TEACHING

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Appendix C List of School Districts to Whom Trial Run Questionnaires Were Sent

(Number in parentheses are pupil enrollments for 1962-1963)

ALABAMA: Jasper City (1,600)
ALASKA: Fairbanks (5,700)
ARIZONA: Willcox No. 13 (1,000)
ARKANSAS: Bismarck (500)
CALIFORNIA: South Pasadena Unified Schools (3,100)
COLORADO: Keenesburg (1,000)
CONNECTICUT: East Lyme (1,800)
DELAWARE: Dover (3,400)
FLORIDA: St. Lucie (8,900)
GEORGIA: Houston Co. (12,400)
IDAHO: Marsh Valley No. 21 (1,300)
ILLINOIS: Granite City (12,400)
INDIANA: Mishawaka City (6,700)
IOWA: Fort Madison (3,300)
KANSAS: Corinth (2,300)
KENTUCKY: Boone Co. (4,900)
LOUISIANA: Bossier (15,000)
MAINE: Benedicta, Mount Chase, Patten, Sherman, Stacyville (800)
MARYLAND: Allegany (16,600)
MASSACHUSETTS: Chicopee (11,000)
MICHIGAN: Argentine (300)
MINNESOTA: Delano (500)
MISSISSIPPI: Hattiesburg (7,800)
MISSOURI: Lutesville (900)
MONTANA: Lewistown (1,900)
NEBRASKA: Kearney (2,900)
NEVADA: White Pine (2,500)
NEW HAMPSHIRE: Exeter: East Kingston, Greenland, Kensington, Newfields,
Stratham (2,300)
NEW JERSEY: East Orange (9,400)
NEW MEXICO: Santa Fe City (8,300)
NEW YORK: Oyster Bay District (10,500)
NORTH CAROLINA: Davidson Co. (11,100)
NORTH DAKOTA: Grand Forks (7,000)
OHIO: Columbus (93,700)
OKLAHOMA: Shawnee (4,400)
OREGON: Medford (8,800)
PENNSYLVANIA: Bethel Park (5,200)
RHODE ISLAND: Cumberland (4,000)
SOUTH CAROLINA: Oconee Co. (9,600)
SOUTH DAKOTA: Platte (400)
TENNESSEE: Putnam Co. (6,900)
TEXAS: McCamey (1,100)
UTAH: Salt Lake City (42,100)
VERMONT: Addison Northeast: Bristol, Hinesburg, Lincoln, New Haven,
Starksboro (1,500)

VIRGINIA: Danville City (10,400)
WASHINGTON: Everett (12,600)
WEST VIRGINIA Harrison (16,100)
WISCONSIN: Chilton (800)
WYOMING: Albany Co. (3,800)

Questionnaires were also sent to the following Maine School Districts:

Augusta (3,851)
Belgrade, Oakland Union (1,884)
Brunswick (3,365)
Caribou (3,001)
Ellsworth Union (1,471)
Lewiston (4,896)
Limestone (2,708)
Lisbon Union (1,924)
School Administrative District #1 (3,517)
School Administrative District #9 (1,451)

Appendix D. Membership of the Consultant Committee and Project Staff

Consultant Committee

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John H. Lawson, Superintendent of Schools, Hingham, Massachusetts

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